DOCUMENT RESUME

ED 193 929 FL 011 876

AUTHOR Waggoner, Dorothy
TITLE The States and the Educational Needs of Limited-English-Speaking Persons from Non-English-Dominant Backgrounds: A Report on the Records of State Education Agencies. Supplement: Individual State Descriptions.
INSTITUTION National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE May 77
NOTE 122p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Bilingual Education; *Educational Needs; Elementary Secondary Education; English (Second Language); National Surveys; Needs Assessment; State Departments of Education; *State Programs
IDENTIFIERS *Bilingual Programs; *Limited English Speaking

ABSTRACT

Narrative reports and tabular data on the status of efforts in each of the territories and states of the United States to meet the needs of limited English speaking students are presented. The information was collected as part of a national survey. (JB)

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THE STATES AND THE EDUCATIONAL NEEDS OF LIMITED-ENGLISH-SPEAKING PERSONS FROM NON-ENGLISH-DOMINANT BACKGROUNDS:

A Report on the Records of State Education Agencies

Supplement: Individual State Descriptions

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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May 1977

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ALASKA

In 1974-75 Alaska's bilingual education legislation applied only to the State-operated schools--rural schools not a part of any organized borough, city, village or settlement. Under this legislation a teacher fluent in the native language of the area had to be provided if there were fifteen or more pupils whose primary language was not English. Written and other educational materials were to be presented in the language native to the area. The State provided $600,000 under this legislation in 1974-75 and 1,814 children in grades 1 through 12 participated in programs employing their dominant languages. In addition, the State awarded approximately $200,000 to the University of Alaska Native Language Center for bilingual activities including training of teachers for bilingual programs.

Beginning with the 1976-77 school year the State-operated schools became a part of the twenty-one reorganized independent school districts of Alaska. New legislation applying to all schools in Alaska, became effective in the fall of 1976. This legislation requires bilingual-bicultural education programs

> for each school in a city or borough school district or regional educational attendance area which is attended by at least eight pupils of limited-English-speaking ability and whose primary language is other than English.

The Department of Education of Alaska is charged with the task of developing regulations governing bilingual-bicultural education programs and certification requirements for teachers in bilingual programs in connection with the new legislation. A full-time staff member and a nine member bilingual education advisory council were assigned to work on these matters in the summer of 1976.

The Alaska Department of Education reports that a large majority of the Eskimo and Alaska native children in the state are dominant in a language other than English.

ARIZONA

In May 1973, the Governor of Arizona approved legislation permitting Arizona school districts to provide bilingual programs in the first eight grades

> where there are pupils who have difficulty in writing, speaking, or understanding the English language because they are from an environment wherein another language is spoken primarily or exclusively.

This legislation amended an earlier law making bilingual education permissible in the first three grades "to the extent deemed necessary to improve or accelerate the comprehension and speech of the English language."

Bilingual instruction—"instruction through the media of English and another language for understanding, speaking, reading, and writing"—or special English instruction given in addition to the regular course of study, may be provided under the legislation. Bilingual instruction may not exceed a period of four years for any given child. To pay for the costs of this instruction, the State makes available a special sum of money to school districts based upon the number of eligible pupils in approved bilingual or special English programs. Priority in the apportionment of funds is given to eligible pupils in kindergarten and the first four grades.

For the purposes of participation in the program, school districts must identify children through the use of tests of their selection. Oral interviews may also be used as additional procedures to document the characteristics of children which would justify their enrollment in the special programs. As required by the legislation, the Arizona State Board of Education has special certification requirements for teachers for bilingual programs.

During the 1972-73 school year, a State-wide Census of school districts and an estimate based upon an ethnic survey showed that there were 41,709 limited-English-speaking children from Spanish-speaking backgrounds in Arizona elementary schools, grades K-6. At the same time, a sample of school districts and an estimate based upon an ethnic survey showed a total of 10,207 limited-English-speaking children from American Indian backgrounds in the elementary schools. Eleven thousand eight hundred and twenty-nine of the Spanish background children and 3,002 of the American Indian children participated in State-funded part-time programs in 1974-75 in which they received English-as-a-second-language instruction in the language arts of their home languages. A total of $700,000

was provided to school districts for this purpose. In addition, the State spent $38,825 for the training of sixty-one teachers and other personnel working with Spanish-speaking children. All sixty-one received training in ESL methods and in the history and culture associated with Spanish, twenty-seven received training in teaching the language arts of Spanish and one person received administrative training.

Eight hundred thousand dollars from Title I of the Elementary and Secondary Education Act supported programs in 1974-75 for 7,155 migrant children from Spanish-speaking backgrounds and 80 migrant children from American Indian backgrounds.

Two professionals in the Arizona Department of Education work with programs for limited-English-speaking persons. School districts with State-funded and/or Title I migrant-funded programs reported that they had 936 professionals and non-professionals working with programs in 1974-75. Seven hundred and fifty-eight of these individuals were fluent in the project languages other than English.

The Department of Education has on file for these programs evaluation data consisting of the results of standardized tests and the reports of State monitoring visits and of internal or external evaluators.

TABLE 1. -

LIMITED-ENGLISH-SPEAKING PERSONS IN ARIZONA SCHOOLS, 1974-75

	Total	Language background	
		Spanish	American Indian
Total limited-English-speaking children in elementary schools (5-12 years)*	51,916	41,709	10,207
Participants in part-time State-funded programs in elementary schools (participants receiving ESL and language arts of their home language)	14,831	11,829	3,002
Total participants in elementary school programs funded by Title I, ESEA, migrant	5,953	5,880	73
Participants receiving ESL instruction	5,953	5,880	73
Participants receiving Spanish language arts instruction	5,880	5,880	--
Participants receiving Spanish or American Indian history and culture instruction	5,953	5,880	73
Total participants in secondary programs funded by Title I, ESEA, migrant	1,282	1,275	7
Participants receiving ESL instruction	1,282	1,275	7
Participants receiving Spanish language arts instruction	70	70	--
Participants receiving Spanish or American Indian history and culture instruction	77	70	7
Total, participants in programs funded by Title I, ESEA, migrant	7,235	7,155	80
Program staff, total	936	584	352
Fluent in project language	758	505	253

* Estimates for 1972-73.

CALIFORNIA

The Bilingual Education Act of 1972 which was in effect during the period covered by the survey[1] required California school districts to take an annual census of limited-English-speaking and non-English-speaking children, and to provide special assistance to all non-English-speaking children. The legislation authorized supplemental State financial assistance to help school districts which choose to participate "to meet most of the special costs of phasing-in bilingual education programs."

The California Bilingual Education Act defined limited-English-speaking children as those

> who speak a language other than English in their home environment and who are less capable of performing school work in English than in their primary language

Non-English-speaking children are those who communicate only in their home languages. Such children are "unable to conduct basic conversations in English or take advantage from classrooom instruction in English." The primary language is the language other than English which the child first learned or the language spoken in his/her home environment.

One of the primary goals of the State-supported program was "to develop competence in two languages for all participating pupils." With regard to English, bilingual programs

> develop in each child fluency in English so that he may then be enrolled in the regular program in which English is the language of instruction.

Other primary goals were

> to provide positive reinforcement of the self-image of participating children, and to develop intergroup and intercultural awareness among pupils, parents and the staff in participating school districts.

In the Act, bilingual education was defined as

> the use of two languages, one of which is English, as a means of instruction in any subject or course. It is a means of instruction in which concepts and information are introduced in the dominant

---

1/ California passed new legislation in the fall of 1976 making bilingual education mandatory under certain conditions. The discussion in this chapter deals only with the legislation in effect during the period covered by the survey.

language of the student and reinforced in the second language. It recognizes that teaching of language skills is most meaningful and effective when presented in the context of an appreciation of cultural difference and similarities.

Bilingual classrooms established under this legislation were required to have an approximate balance between children whose primary language is other than English and children proficient in English. Limited English-speaking children were not to exceed two thirds of the class membership.

Additional legislation in California was directed toward the development of bilingual personnel resources. The Bilingual Teacher Corps Program supports a program of financial assistance to persons serving as teacher aides while pursuing programs leading to certification as bilingual teachers. The Bilingual-Crosscultural Teacher Preparation and Training Act of 1973 promotes the development of appropriate bilingual teacher education programs in California State institutions of higher education, establishes career ladder programs for aides and requires the development of a "comprehensive language and cultural curriculum" to enable certificated teachers to qualify for the bilingual-crosscultural specialist credential. As a part of the latter Act, the Department of Education was required to prepare a five-year projection of bilingual personnel needs for the California Legislature.

Pursuant to its functions under these Acts and in compliance with a recommendation of a legislative committee for program information, the California Department of Education conducted two surveys in the spring of 1975. The first of these, in March 1975, was the required yearly census of limited-English speaking and non-English-speaking students in California school districts by language spoken and by grade level. This survey included a Language Dominance Index to be administered to each child by a person speaking both English and the child's home language. The instrument provided a means for evaluating the child's proficiency in the various language skills--understanding, speaking, reading and writing--in both English and his home language, as well as his actual language usage, i.e., the language he uses with siblings, with adults, the language his parents and grandparents use with him, etc.

The second survey was a one-time effort conducted in April, 1975. It was designed to meet the request for program information, as well as to gather information about the language skills of California teachers relative to the five-year-projection of needs for bilingual-crosscultural personnel. This survey added definitions for "fluent English" to the legislative definitions for "limited-English-speaking" and "non-English speaking" for the purposes of categorizing teachers and students, as follows: "monolingual English" for persons who speak and function only in English in the classroom, "English dominant" for those who have had some instruction in a second language and "may be considered nominally bilingual.... with English dominance" and "bilingual (biliterate)" for those who can function equally well in either language in accordance

with expectations for their grade level in the case of children. Respondents were asked to report totals of limited-English and non-English speaking pupils participating in programs by grade level and funding source and to report by grade level and funding source for bilinguals, limited-English and non-English-speaking participants separately. Teachers were to be reported for grades kindergarten to six and grade seven to twelve according to their proficiency in English and in another specified language.

The results of the two surveys were summarized and published by the Department of Education in 1975 in two reports, Limited-English Speaking and Non-English Speaking Students in California, containing the needs data from the March survey (the school district census) and the program participation data from the April survey, and Language Facility of California Teachers, with the data about teachers' language skills from the April survey.

In evaluating the results, the Department calls attention to the problems related to the imprecision of the language skill category definitions which resulted in differing interpretations both for students and teachers and the problems relating to gathering information from schools and school districts about program participation by fund source and by language proficiency category of participant. It should also be noted that 67% of school districts in California, with 90% of California students, responded to the April survey, and school principals from 61% of the schools in the responding districts completed the forms which provided the program participation and teachers' language skills data. However, a still lower percent of responding schools and districts completed the specific data items on program participation.

In March 1975 California school districts reported that there were 233,520 limited-English-speaking and non-English-speaking children in California schools at that time. Fifty-eight thousand five hundred and seventy-one of these children were classified as non-English speaking. The remainder spoke some English but were classified as being more able to perform school work in their primary language. Of the 233,520, by far the largest group consisted of children from Spanish-speaking backgrounds--194,159 in all. Cantonese-speaking children and Tagalog speakers constituted the other large groups with 7,899 and 6,172, respectively. Districts reported that there were from 237 to 3,276 limited-speaking and non-English-speaking children from six other language groups and a total of 14,912 from language backgrounds which were not identified.

California schools and school districts which responded to the April survey reported that a total of 133,074 students classified as limited-English-speaking and non-English-speaking were participating in bilingual-bicultural programs and English-as-a-second language programs. The bilingual programs involved nine language groups: Spanish, Portuguese, Vietnamese, Chinese, Japanese, Samoan, Tagalog, Ilocano and Pomo, a Native American language of northern California.

Nine thousand two hundred and nine students were in programs under the State bilingual legislation for which the $1,942,672 from the State was reported as the only categorical funding. This amount is a part of a total of $7,161,370 for bilingual programs under all State categorical programs which were reported to be the only funding sources for services to a total of 31,888 children. Title I of the Elementary and Secondary Education Act provided $4,166,196 in the reporting schools and districts for programs for 12,872 children for whom this was the only categorical source. Seven thousand one hundred and fifty children from migrant families in reporting schools and districts participated in programs for which $884,193 from Title I migrant was provided.

A total of $15,115,388 from various fund sources including Title I, ESEA and State sources, provided instruction in English as a second language for 42,922 children.

Reporting schools and districts provided information on the language facility of 145,749 teachers in the April survey. Of the total number, 120,446 teachers were classified as monolingual speakers of English and 25,303 were classified as having knowledge of English plus facility in another language. This group was divided into 15,322 who were dominant in English, 9,819 who were bilingual and biliterate in English and the other language, and 162 for whom English was the second language. A total of 14,246 teachers had facility in English and Spanish. The next largest group was those with facility in English and French, 3,429.

Criteria have been established for a Bilingual Crosscultural Specialist Credential, a basic teaching credential with bilingual-crosscultural emphasis and an Emergency Bilingual-Crosscultural Credential, whereby paraprofessionals working toward fulfillment of academic requirements while teaching in bilingual programs may qualify for emergency certification. Seventeen California institutions of higher education have been approved to offer programs leading to one or both of these credentials.

There are fourteen professionals and eight nonprofessionals assigned specifically to bilingual programs in the California Department of Education. Evaluation of the programs is required by the legislation and data based on reports of internal or external evaluators are available in the Department.

TABLE 2. -

NON-ENGLISH-SPEAKING AND LIMITED-ENGLISH-SPEAKING STUDENTS IN CALIFORNIA PUBLIC SCHOOLS, MARCH 1975

Dominant language	Total	K-6	7-12
Total	233,520	156,642	76,878
Spanish	194,159	132,727	61,432
Cantonese	7,899	5,100	2,799
Tagalog	6,172	4,328	1,844
Portuguese	3,276	2,027	1,249
Japanese	3,145	2,073	1,072
German	1,406	710	696
Italian	1,184	576	608
French	1,130	661	469
Russian	237	112	125
Other	14,912	8,328	6,584

Source: Statewide census of school districts, reported in Limited-English Speaking- and Non-English Speaking Students in California, A Report Prepared for the California Legislature as Required by the Education Code Section 5761.3 and the "Supplementary Report of the Committee on Conference Relating to the Budget Bill", California State Department of Education, Sacramento, 1975.

Table 3

Non-English and Limited-English-Speaking Students in California, by Grade Level and Dominant Language, March 1975

Dominant language	Number of non-English and limited-English speaking students, by grade level													
	Kinder-garten	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
NON-ENGLISH SPEAKING														
Cantonese	286	91	77	76	71	81	54	78	78	50	63	34	17	1,056
French	9	9	16	14	3	8	3	9	5	8	12	6	5	107
German	18	19	23	8	11	6	5	4	4	7	1	2	1	109
Italian	27	10	12	13	12	11	8	56	15	11	11	5	2	193
Japanese	113	70	46	47	45	33	24	34	34	36	20	14	13	529
Portuguese	87	79	55	50	52	47	48	52	41	50	32	23	21	637
Russian	4	5	1	3	2	6	3	10	13	5	8	12	3	75
Spanish	10,864	7,161	4,635	4,153	3,764	3,165	2,973	3,552	3,166	3,290	2,795	1,344	726	51,588
Tagalog	131	96	69	38	35	41	37	67	34	57	67	37	17	726
Other	533	205	199	177	284	240	246	345	401	312	381	172	56	3,551
Subtotal	12,072	7,745	5,133	4,579	4,279	3,638	3,401	4,207	3,791	3,826	3,390	1,649	861	58,571
LIMITED-ENGLISH SPEAKING														
Cantonese	782	823	667	565	488	507	532	502	451	369	568	385	204	6,843
French	48	62	55	139	176	63	56	68	57	72	76	76	75	1,023
German	79	92	99	87	82	79	102	107	104	104	140	109	113	1,297
Italian	83	72	60	79	55	69	65	52	66	98	116	102	74	991
Japanese	361	269	275	199	250	191	150	125	152	164	173	169	138	2,616
Portuguese	253	252	246	242	211	211	194	198	168	202	166	164	132	2,639
Russian	8	13	21	15	10	11	10	7	5	18	15	13	16	162
Spanish	16,938	17,247	15,084	13,270	11,935	11,126	10,412	9,547	9,123	8,856	8,281	6,271	4,481	142,571
Tagalog	738	727	564	601	431	404	416	229	239	284	340	287	186	5,446
Other	1,266	1,172	924	877	764	758	683	934	980	958	833	706	506	11,361
Subtotal	20,556	20,729	17,995	16,074	14,402	13,419	12,620	11,769	11,345	11,125	10,708	8,282	5,925	174,949
Grand total	32,628	28,474	23,128	20,653	18,681	17,057	16,021	15,976	15,136	14,951	14,098	9,931	6,786	233,520

Source: March, 1975, Language Dominance Survey of the California State Department of Education; survey of all California school districts; table published in Limited-English Speaking and Non-English Speaking Students in California, A Report Prepared for the California Legislature as Required by Education Code Section 5761.3 and the "Supplementary Report of the Committee on Conference Relating to the Budget Bill", California State Department of Education, Sacramento, 1975, p.6.

TABLE 4. -

NON-ENGLISH-SPEAKING AND LIMITED-ENGLISH-SPEAKING STUDENTS PARTICIPATING IN SPECIAL PROGRAMS TO MEET THEIR NEEDS IN CALIFORNIA PUBLIC SCHOOLS, BY GRADE LEVEL, APRIL 1975

Funding source	Total	PreK	K-6	7-12
Unduplicated count, total for all programs	133,074	1,389	103,350	28,335
State Funding				
Total State	31,888	205	27,783	3,900
State Bilingual Education Programs "only"	9,209	11	6,983	2,215
Other State programs "only"	22,679	194	20,800	1,685
Federal funding				
Total Federal	37,007	421	26,883	9,703
Title I, ESEA (excluding migrant) "only"	12,872	109	9,926	2,837
Title 1, ESEA, migrant "only"	7,150	147	4,829	2,174
Title VII, ESEA "only"	12,148	135	9,243	2,770
Emergency School Aid Act "only"	4,842	30	2,890	1,922
Combined funding				
English as a second language (Title I, ESEA/ State)	42,922	137	30,651	12,134
Bilingual education	21,252	626	18,028	2,598

Source: Survey of California School Districts, April 1975, reported in Limited-English Speaking and Non-English Speaking Students in California, A Report Prepared for the California Legislature as Required by the Education Code Section 5761.3 and the "Supplementary Report of the Committee on Conference Relating to the Budget Bill", California State Department of Education, Sacramento, 1975.

Table 5.--Limited-English and Non-English-speaking Students Students Served by State and Federal Programs in Reporting California School Districts, April 1975

Funding source	Number of students served by special funding sources, by grade level															
	Pre-school	Kinder-garten	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total	Total funds
STATE FUNDING																
Bilingual Education Act of 1972, Chapter 1253/1972 (AB 2284) "Only"	11	2,517	1,055	998	756	576	423	320	587	550	459	166	164	117	8,701	$1,797,634
Bilingual Pilot Programs Chapter 1521/1971 (AB 116) "Only"	0	2	73	203	48	4	2	4	63	78	31	0	0	0	508	145,038
Miller-Unruh, Chapter 841/1972 AB 612 "Only"	4	328	1,223	1,087	1,049	0	0	0	0	0	0	0	0	0	3,690	807,594
Educationally Disadvantaged Youth Chapter 1406/1972 (SB 90) "Only"	11	1,110	1,035	938	933	918	974	1,066	717	468	390	68	34	8	8,670	2,187,487
Early Childhood Education Chapter 1147/1972 (SB 1302) "Only"	179	2,968	2,795	2,250	2,127	0	0	0	0	0	0	0	0	0	10,319	2,223,617
Total state	205	6,925	6,181	5,476	4,912	1,500	1,399	1,390	1,367	1,096	880	234	198	125	31,888	$7,161,370
FEDERAL FUNDING																
ESEA, Title VII	135	1,680	1,608	1,368	1,211	1,219	1,179	979	699	650	501	417	282	141	12,148	$6,188,561
Elementary and Secondary Educ. Act (ESEA), Title I "Only"	109	1,787	1,702	1,317	1,351	1,406	1,340	1,023	442	663	890	385	267	190	12,872	4,166,196
ESEA, Title I (Migrant)	147	1,078	1,213	499	513	518	519	489	655	554	382	268	186	129	7,150	884,193
Emergency School Aid Act (ESAA) "Only"	30	341	445	468	388	385	422	441	946	509	173	166	58	40	4,842	3,065,293
Total federal	421	4,886	4,968	3,652	3,463	3,528	3,460	2,931	2,742	2,376	2,026	1,236	823	500	37,012	$14,304,243
COMBINED FUNDING																
English as a Second Language, Title I, ESEA/EDY (SB 90), ECE, etc.	137	4,855	5,010	4,293	4,644	5,283	3,383	3,263	2,805	2,730	3,005	2,432	755	407	42,922	$15,115,388
Bilingual Education: Combination of any of the above programs	626	3,000	3,747	3,037	2,538	1,839	1,772	1,295	614	608	475	404	282	215	21,252	8,364,000
Total unduplicated student count	1,389	20,466	19,906	16,458	15,557	12,070	10,014	8,879	7,528	6,810	6,386	4,306	2,058	1,247	133,074	$44,945,001

Source: March, 1975, Language Dominance Survey of the California State Department of Education; survey of all California school districts; table published in Limited-English Speaking and Non-English Speaking Students in California, A Report Prepared for the California Legislature as Required by Education Code Section 5761.3 and the "Supplementary Report of the Committee on Conference Relating to the Budget Bill", California State Department of Education, Sacramento, 1975, p. 10.

TABLE 6. -

LANGUAGE FACILITY OF CALIFORNIA TEACHERS, APRIL 1975

	Total	Teaching in K-6	Teaching in 7-12
Total	145,749	76,318	69,431
Monolingual English-speaking teachers	120,446	64,047	56,399
Teachers with facility in a language other than English, total	25,303	12,271	13,032
Spanish	14,246	7,492	6,754
Cantonese	601	400	201
Tagalog	312	204	108
Portuguese	403	180	223
Japanese	890	559	331
German	2,190	770	1,420
Italian	1,116	426	690
French	3,429	1,248	2,181
Russian	249	64	185
Korean	53	21	32
Samoan	16	9	7
Other	1,798	898	900

Source: Survey of California School Districts, April 1975, reported in Language Facility of California Teachers, A Report to the California Legislature as Required by Education Code Section 5769.4, California State Department of Education, Sacramento, 1975.

COLORADO

The Colorado Department of Education estimates that there were 94,346 linguistically and culturally different students in Colorado public schools in 1974-75. This figure is derived from the annual ethnic enrollment survey and includes all American Indian, Asian American and Spanish-surnamed American students reported, together with a number of students from French, German, Italian and other backgrounds not separately reported in the survey.

Data on the numbers of students participating in the bilingual-multicultural program in the State--consisting of bilingual-bicultural, multicultural, English as a second language (ESL) and Spanish as a second (or foreign) language (SSL) components--are available from the special survey of all Colorado school districts undertaken in January 1975 for the Colorado legislature. According to this source, at least 6,742 of the linguistically and culturally different students participated in the bilingual-bicultural activities in 1974-75, together with students from English-language majority-culture backgrounds. They were part of the nearly 41,100 Colorado students reported in the survey to be participating in one or more of the components of the bilingual-multicultural effort. It should be noted that multiethnic participation in these programs is encouraged. The majority of enrollment in the multicultural component is not American Indian or Spanish-surnamed and in the SSL component it is largely other than Spanish-surnamed, in accordance with the objectives of these components. However, 58% of the participation in the bilingual-bicultural component and 88% of the participation in the ESL component is Spanish-surnamed.

The bilingual-multicultural effort in Colorado in 1974-75 was supported by a total budget of $2,376,573, of which $1,666,281 was provided from Federal sources--Titles I, III, VI, or VII of the Elementary and Secondary Education Act. The local districts provided $665,968, including funds from the State Educational Foundation Act, and $44,324 was supplied from State categorical funds according to the report on the special survey. In response to the NCES questionnaire, the Colorado Department of Education indicated that the State provided a total of $199,000 to local school districts for programs for limited-English-speaking students from language backgrounds other than English in 1974-75.

Title I of the Elementary and Secondary Education Act of 1965 provided ESL programs for 268 elementary school children in 1974-75. The Title I migrant program supported ESL instruction for 3,300 elementary and 600 high school students from migrant families. All participants received instruction in the language arts of their home language, in other subjects using their home language as the medium of instruction, and in the history and culture associated with their home language. One thousand eight hundred elementary school students and 150 high school students received instruction in ESL.

The Colorado General Assembly passed a bilingual education act in 1975 authorizing bilingual and bicultural education programs in grades kindergarten through three and providing funds to school districts to enable them to implement such programs. By April 1976, under this legislation, school districts in which there are fifty or more students with "linguistically different skills", or with ten percent or more of the enrollment in grades kindergarten through three in a single school consisting of such students, were required to develop plans for bilingual and bicultural education programs.

Students with "linguistically different skills" are defined in the law as

> students who are not able to take full advantage of present educational programs taught in English because of their language skills and who come from an environment of different customs and traditions which may include the influence of another language in their family, community, or peer group.

The purpose of the programs to be funded by the State is to perfect the English language skills and cultural development of the students by

> utilizing the cultural and linguistic backgrounds of these students in the curriculum; providing these students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and developing cultural and ethic pride understanding among these and other students.

Programs will employ the language of the students with linguistically different skills, as well as English, in appropriate subject areas, will include the language arts of the non-English language as well as English language arts, and will include a cultural component reflecting the cultures of the students in the classroom.

In addition to bilingual and bicultural programs, the Colorado legislation authorizes grants to school districts to enable them to establish tutorial programs for children who only speak languages other than English.

Colorado school districts are required by the Act to conduct a census in October each year to identify the number of school-age children in grades kindergarten through three with linguistically different skills residing within their boundaries. All tests and other procedures used by the districts to identify these children must be approved by the Department of Education. The first census was to be completed by January 1, 1976.

The Colorado Department of Education had one professional working part-time with the bilingual programs until the passage of the new legislation. There are now six full-time professional positions, four under the State legislation and two with the program for compliance of school districts with the Lau v. Nichols Supreme Court decision. There are two non-professionals in the bilingual unit.

TABLE 7. -

ESTIMATED NUMBERS OF LINGUISTICALLY AND CULTURALLY DIFFERENT PUPILS IN COLORADO PUBLIC SCHOOLS, FALL 1974

Total	94,346
American Indians	2,866
Asian Americans	3,987
Spanish-surnamed	79,989
Other (French, German, Italian, etc.)	7,500

Sources: Pupil Membership and Related Information, Fall 1974, Colorado Department of Education, May 1975, and Report on Senate Joint Resolution 20 Study, Part II, Bilingual Multi-cultural Education Programs, Colorado Department of Education, January 1975.

TABLE 8. -

PARTICIPANTS IN BILINGUAL, MULTICULTURAL AND OTHER EDUCATIONAL PROGRAMS INVOLVING LINGUISTICALLY AND CULTURALLY DIFFERENT PUPILS IN COLORADO PUBLIC SCHOOLS, 1974-75

		By grade level				
Type of program	Total	K	1-3	4-6	7-9	10-12
TOTAL	40,871	5,094	10,643	9,846	8,720	6,568
Bilingual-bicultural	11,443	2,741	3,653	2,179	941	1,929
Multicultural	24,297	2,134	6,305	6,660	5,192	4,006
English as a second language	967	176	444	268	60	19
Spanish as a second language	4,164	43	241	739	2,527	614

Source: Report on Senate Joint Resolution 20 Study, Part II, Bilingual Multi-cultural Education Programs, Colorado Department of Education, January 1975.

TABLE 9. -

ETHNIC DISTRIBUTION OF COLORADO STUDENTS PARTICIPATING IN BILINGUAL-MULTICULTURAL PROGRAMS, 1974-75

Component	TOTAL	AMERICAN INDIAN	BLACK AMERICAN	SPANISH SURNAMED	ASIAN AMERICAN	OTHER
TOTAL	40,871	710	1,925	13,280	344	24,612
Bilingual Bicultural	11,443	111	300	6,588	43	4,401
Multi-Cultural	24,297	577	1,400	5,316	191	16,813
English Sec. Lang.	967	3	25	849	12	78
Spanish Sec. Lang.	4,164	19	200	527	98	3,320

Source: Report on Senate Joint Resolution 20 Study, Part 11, Bilingual Multicultural Education Programs, Colorado Department of Education, January 1975.

TABLE 10. -

FUNDING OF BILINGUAL-MULTICULTURAL EDUCATION PROGRAMS IN COLORADO, 1974-75

Source of funds	Total	Proportional funding by component: Bilingual Bicultural	Multi-cultural	ESL	SSL
Total	$2,376,573	100%	100%	100%	100%
Federal (Titles, 1, III, VI and VII, ESEA)	1,666,281	70%	94%	85%	4%
State categorical funds	44,324	3%	0%	2%	0.2%
Local funds (including Educational Foundation Act funds as part of local district opera-budget)	665,968	27%	6%	14%	96%

Source: Report on Senate Joint Resolution 20 Study, Part 11, Bilingual Multicultural Education Programs, Colorado Department of Education, January 1975.

TABLE 11. -

1974-75 PARTICIPATION IN PROGRAMS TO MEET THE NEEDS OF LIMITED-ENGLISH-SPEAKING STUDENTS IN COLORADO SCHOOLS FUNDED BY TITLE I, ESEA

	Total	Grades K-6	Grades 7-12
Total, Title I	4,168	3,568	600
Title I regular program English as a second language	268	268	0
Title I migrant program	3,900*	3,300*	600*
English as a second language	1,950	1,800	150
Bilingual-bicultural subject area	3,900	3,300	600

Source: Colorado Department of Education

* Unduplicated count, not the sum of participation in individual subject areas.

CONNECTICUT

The State of Connecticut has passed legislation permitting local boards of education to establish bilingual/bicultural programs

> involving a culture in which a language other than English is predominantly spoken, provided the purpose of such program shall be to enable children to become proficient in English.

Instruction may be given in a language other than English "to any pupil who, by reason of foreign birth, ancestry or otherwise, experiences difficulty in reading and understanding English." Specific program content is not defined in the legislation but programs may include bilingual instruction "so that the student will gain competence in both English and such student's language" and instruction in the history and culture associated with the student's language. The legislation provides for a waiver of certification requirements under certain circumstances for teachers who will teach fulltime in bilingual/bicultural programs. The State Board of Education is required to assist local districts in areas with large concentrations of non-English-speaking children to provide programs for them. It also has certain functions in evaluation. No State funds are specifically allocated for programs for limited-English-speaking persons. Rather, school districts are authorized to apply for Federal funds to meet program costs.

The Connecticut Department of Education reported that there were 26,600 Spanish-surnamed students in Connecticut schools based upon a survey of minority group enrollment in Fall, 1974. With the support of Title I migrant funds, 468 children received instruction in the language arts of their home language, English as a second language, the history and culture associated with Spanish and other subject areas taught in Spanish in 1974-75. Local school districts spent $1,652,045 on programs for limited-English-speaking children in 1974-75. The Department of Education reported that 310 teachers worked with the programs for these children. Three hundred of them were fluent in Spanish. The Department of Education has the equivalent of one and one-half professionals working with programs for limited-English-speaking persons. Evaluation data based upon the results of standardized tests and reports of teacher observation are available on the programs involving this group.

DELAWARE

Delaware school districts reported in a State-wide Census in 1974-75 that 932 children and adults from seventeen different language backgrounds, had limited-English-speaking ability. The largest group--and the only group in which three and four year olds and adults with limited-English-speaking ability, as well as children five to eighteen, were reported--was the group from Spanish-speaking backgrounds. One hundred and five children ages five to eighteen from Arabic, Burmese, Chinese, Dutch, Filipino, French, German, Greek, Indian, Italian, Japanese, Korean, Persian, Portuguese, Slavic and Vietnamese backgrounds were also reported to be limited-English-speaking by Delaware school districts in 1974-75.

Delaware school districts reported that 420 limited-English-speaking children from Spanish-speaking backgrounds participated in special programs designed to meet their needs including instruction in the language arts and other subject areas in English and their home language and instruction in English as a second language. Title I of the Elementary and Secondary Education Act provided $19,190 for programs for 120 of the elementary school participants. Title I migrant funds supported programs for forty children in prekindergarten classes, 110 children in the elementary grades and fifty students in grades 7 to 13. Title I migrant funds for this purpose amounted to $123,000. Local districts provided $107,200 for full-time bilingual education programs for forty children in K-6 and sixty children in grade 7-12. In addition, twelve children from English-speaking backgrounds participated in the high school programs supported by local funds. The State provided $2,000 in 1974-75 for training for teachers and other personnel to work with limited-English-speaking persons.

The equivalent of one and one-half professionals in the Delaware Department of Public Instruction work with programs for limited-English-speaking persons from language backgrounds other than English. In 1974-75 there were twenty-seven persons working with these programs in local school districts, excluding personnel staffing summer migrant programs. Of these, one administrator and one non-teaching professional fluent in Spanish were paid from funds provided by Title VII of the Elementary and Secondary Education Act. There were thirteen teachers--twelve fluent in Spanish-and twelve non-professionals--ten fluent in Spanish. Five teachers and five non-professionals were paid from Title VII funds, five teachers and five non-professionals were paid from local funds, and three teachers and two non-professionals were paid from Title I funds.

The Department of Public Instruction has evaluation data consisting of the reports of State monitoring visits and of internal or external evaluators on the programs.

Certification requirements have been established by the Delaware Department of Public Instruction for elementary teachers for bilingual programs for grades 1-6 and for secondary teachers for grades 9-12. Both elementary and secondary bilingual teacher certificates are valid for grades 7-8 and for grades 5-8 in State-approved middle schools.

TABLE 12. -

LIMITED-ENGLISH-SPEAKING PERSONS FROM SPANISH-SPEAKING BACKGROUNDS IN DELAWARE SCHOOLS, 1974-75

	Ages 3-4 (Pre K)	Ages 5-12 (K-6)	Ages 13-18 (7-12)	Adult	Total
Total, limited-English speaking persons from Spanish-speaking backgrounds	86	485	206	50	827
LES participants in BE programs funded by Title I, ESEA (excluding migrant)	NA	120	NA	NA	120
LES participants in BE programs funded by Title I, migrant	40	110	50	NA	200
LES participants in locally-funded BE programs	NA	40	60	NA	100
English-speaking participants in locally-funded BE programs	NA	0	12	NA	12

Source: State-wide Census of School Districts, 1974-75

NA = not applicable

TABLE 13. -

LIMITED -ENGLISH-SPEAKING STUDENTS FROM LANGUAGE BACKGROUNDS OTHER THAN SPANISH IN DELAWARE SCHOOLS, 1974-75

Language background	Total	Ages 5-12 (Grades K-6)	Ages 13-18 (Grades 7-12)
Total	105	59	46
Chinese	29	10	19
Vietnamese	21	10	11
Greek	14	12	2
Italian	12	12	0
Portuguese	5	1	4
Korean	5	1	4
Slavic	4	1	3
German	3	2	1
Indian	3	2	1
Burmese	2	2	0
Persian	2	2	0
Arabic	1	1	0
Dutch	1	1	0
Filipino	1	1	0
French	1	1	0
Japanese	1	0	1

Source: State-wide Census of School Districts, 1974-75

DISTRICT OF COLUMBIA

The Public Schools of the District of Columbia reported that a study conducted in 1974-75 showed that there were more than eighty languages or dialects spoken in the homes of the children enrolled in the system. A majority of the languages were spoken in the homes of ten or fewer students and many did not have difficulty in English. Data were reported for the two largest groups, i.e., those from Spanish or Portuguese language backgrounds and those from Chinese language backgrounds. In 1974-75, fifty-nine percent, or 816 of the 1,383 children from Spanish, Portuguese or Chinese language backgrounds identified as having limited English, received some kind of special instruction related to their needs. This group included 181 elementary school children from Spanish or Portuguese-speaking backgrounds participating in a full-time bilingual education program in which Spanish and English were used for various subject areas. One hundred and seventeen children from English-speaking backgrounds, as well as four Chinese children, also took part in this program. Five hundred and eighty-four other limited-English-speaking elementary and secondary school students from Spanish, Portuguese and Chinese language backgrounds participated in part-time programs emphasizing English as a second language. In addition, forty-seven three and four year olds participated in a preschool program funded with approximately $42,170 from Title I of the Elementary and Secondary Education Act.

Data for limited-English-speaking adults from Spanish, Portuguese or Chinese language backgrounds was provided for the 1973-74 school year. A total of 1,192 persons from these groups received part-time instruction. The majority were enrolled in English-as-a-second language courses.

The District of Columbia Public Schools spent approximately $700,000 in 1974-75 for programs to meet the needs of limited-English-speaking persons from language backgrounds other than English. A staff of ninety-one persons worked with the programs, including sixty-two teachers, nine administrators, fifteen other professionals and five nonprofessionals. All of these individuals speak Spanish and some also speak Portuguese. Criteria for personnel qualified to work with these programs were being developed but had not yet been approved by the Board of Education as of June 1976. The office of the Public Schools has evaluation reports available on its programs.

Table 14.--
LIMITED-ENGLISH-SPEAKING PERSONS FROM SPANISH AND CHINESE LANGUAGE BACKGROUNDS IN PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA, 1974-75

		Ages 3-4	Ages 5-12	Ages 13-18	Adult	Total
Limited-English-speaking	Total	47[2]	858	478	1,192	2,575
	Spanish[3]	47[2]	729	395	1,122	2,293
	Chinese	0	129	83	70	282
Participation in fulltime Spanish bilingual education programs	Total	0	302	0	0	302
	Spanish[3]	0	181	0	0	181
	English-sp.[4]	0	121	0	0	121
Title I preschool program participation	Spanish[3]	47	NA	NA	NA	47
Participation in parttime programs [5]	Total	0	543	340	1,192	2,075
	Spanish[3]	0	228	290	1,122	1,640
	Chinese	0	16	50	70	136
	English-sp.	0	299	0	0	299
ESL programs	Total	0	244	340	1,140	1,724
	Spanish[3]	0	228	290	1,070	1,588
	Chinese	0	16	50	70	136
Spanish language arts	Total	0	446	0	15	461
	Spanish[3]	0	147	0	15	162
	English-sp.	0	299	0	0	299
History and culture of Spanish language groups, Spanish[2]		0	0	30	0	30
American citizenship	Total	NA	NA	NA	375	375
	Spanish[3]		NA	NA	306	306
	Chinese		NA	NA	69	69
GED, Spanish [3]		NA	NA	NA	100	100
American culture and tradition, Spanish[3]		NA	NA	NA	500	500
Red Cross, Spanish[3]		NA	NA	NA	18	18
Nutrition, Spanish[3]		NA	NA	NA	15	15

[1]Data for adults represents enrollment in adult education programs in 1973-74. [2]Forty-seven children enrolled in the Title I preschool program. [3] Includes some persons from Portuguese language backgrounds. [4]Includes four Chinese children. [5]Unduplicated count not necessarily the sum of enrollment in individual subject areas.

GEORGIA

The Georgia Department of Education reported that there were an estimated 12,917 limited-English-speaking persons of Spanish-speaking backgrounds and 400 Vietnamese in the State in 1974-75. The estimate of Spanish speakers was further broken out into 510 three and four year olds, 2,264 elementary school children, 1,634 secondary school children and 8,509 adults, and was derived from data in the 1970 Decennial Census. The estimate of Vietnamese was obtained from conversations with selected school superintendents.

An estimated 200 limited-English-speaking adults from Spanish language backgrounds participated in State-funded English-as-a-second-language programs in 1974-75. In addition, limited-English-speaking children represent a portion of the students being served by the State through the Compensatory and Special Education programs.

HAWAII

The Hawaii State Department of Education which is also the school district for Hawaii reports that a teacher survey was taken in Hawaii schools in 1974-75 for the purposes of the Emergency School Aid Act. According to this survey, 4,293 children were found to be limited in their English-speaking proficiency, 2,463 in the elementary schools and 1,830 in the secondary schools. The Department of Education provided part-time English-as-a-second-language programs for 1,688 students in the elementary schools and 984 students in secondary schools in 1974-75. In addition, 11,605 adults studied English as a second language under State auspices. Eighty-eight individuals received training in methods of teaching English as a second language in 1974-75 with State funds. Title I of the Elementary and Secondary Education Act provided $69,452 to enable 130 secondary school students to receive instruction in English as a second language. Thirty of these students also received counseling. The Department has evaluation reports for the Title I program.

The staff for these programs consisted of sixteen professionals and 103 nonprofessionals in the central office and fifty-five other persons: two administrators, three teachers, forty-seven other professionals and three nonprofessionals.

The program at the University of Hawaii to train personnel to work with limited-English-speaking persons is approved.

TABLE 15. -

LIMITED-ENGLISH-SPEAKING PERSONS IN HAWAII SCHOOLS, 1974-75

	Total	Ages 5-12	Ages 13-18	Adult
Total, limited-English speaking school-age students*	4,293	2,463	1,830	NA
Participation in State-funded English-as-a-second-language programs	14,277	1,688	984	11,605
Participation in English-as-a-second-language programs funded under Title I, ESEA	130	0	130	NA

*According to a survey of teachers conducted in 1974-75

IDAHO

The Idaho Department of Education reported that there were an estimated 16,300 limited-English-speaking persons from Spanish language backgrounds in the State. These consisted of 1,200 three and four year olds, 4,200 elementary school age children, 1,900 secondary school age children and 9,000 adults. Data were based upon an estimate derived from the 1970 Decennial Census. In addition, a statewide census of Idaho school districts provided information that there were 85 Vietnamese elementary and secondary school students enrolled in the schools in 1975-76.

Five thousand one hundred and ninety-four children from Spanish-speaking migrant families received services funded by Title I of the Elementary and Secondary Education Act in 1974-75. Four hundred and nine of the children were three and four year olds. Three thousand and fifty-eight were elementary school age and 1,727 were secondary school age. The elementary and secondary students received instruction in English as a second language and in the history and culture associated with their heritage. In addition, some studied Spanish language arts and some had other subject matter instruction offered to them through Spanish but precise numbers are not available. Approximately $800,000 was spent for Title I-funded migrant programs for limited-English-speaking children from Spanish language backgrounds in Idaho in 1974-75. Evaluation data based upon results of standardized and criterion-referenced tests and the reports of State monitoring visits and internal or external evaluators are available in the State Department. The equivalent of two and two-tenths fulltime professionals and two and two-tenths fulltime nonprofessionals are assigned to these programs in the State office.

There are 598 local staff members assigned to Title I migrant programs for limited-English-speaking children and to the bilingual education program operated with funds from Title VII of the Elementary and Secondary Education Act. Seventy-five of the 205 teachers, eight of the twenty-five other non-administrative professionals, and 105 of the 334 nonprofessionals are fluent in Spanish. The language skills of the 34 administrators are unknown.

TABLE 16. -

LIMITED-ENGLISH-SPEAKING PERSONS FROM SPANISH LANGUAGE BACKGROUNDS IN IDAHO, 1974-75

	Total	Ages 3-4	Ages 5-12	Ages 13-18	Adult
Total, limited-English-speaking persons from Spanish language backgrounds*	16,300	1,200	4,200	1,900	9,000
Participation in programs funded under Title I, ESEA, Migrant, total	5,194	409	3,058	1,727	NA
Participants receiving instruction in English as a second language and Spanish heritage and culture	4,785	NA	3,058	1,727	NA

* Based on estimates from the 1970 Decennial Census

ILLINOIS

The State of Illinois has been providing money for bilingual-bicultural programs in Illinois schools since 1971. In September, 1973, the Illinois Transitional Bilingual Education Act was passed authorizing such programs on a voluntary basis until July 1, 1976.

Beginning on July 1, 1976, according to the law, any school district with twenty or more limited-English-speaking children from the same language background in an attendance center is required to provide a transitional bilingual education program.

In the Illinois law, limited-English-speaking children are defined as:

> (1) children who were not born in the United States whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English; and (2) children who were born in the United States of parents possessing no or limited-English-speaking ability and who are incapable of performing ordinary classwork in English.

A program of transitional bilingual education may be a full-time program of instruction in which instruction is given in all subject areas using the child's native language and English, in the language arts in the child's native language as well as in English, and in the history and culture associated with the child's background as well as that of the United States. It may be a part-time programs based upon the educational needs of children who do not need full-time programs. Children are enrolled for three years or until they achieve sufficient English proficiency to be enrolled in the English-medium program whichever is sooner. However, children may continue longer than three years in a program at the school district's discretion and with their parents' approval. In its guidelines, the Illinois Office of Education Department of Transitional Bilingual Education requires that programs receiving state funds offer a minimum of ninety minutes of bilingual education daily. Districts are encouraged to plan for at least two and a half hours daily.

The Illinois law requires each school district to ascertain the number of limited-English-speaking children in the school district and to classify them by their primary language and grade level, age or achievement level no later than the first of March of each year. For the purposes of this census, the Illinois Office of Education uses a form

which requires classification by primary or home language according to five levels of proficiency in English, as follows:

I. The student does not speak, understand, or write English, but may know a few isolated words or expressions.

II. The student understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

III. The student speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, and understand at least parts of lessons, and follow simple directions.

IV. The student speaks and understands English without apparent difficulty, but displays low achievement indicating some language or cultural interference with learning. The presence of an accent or limited vocabulary should be disregarded.

V. The student speaks and understands both English and the home language without difficulty, and displays normal academic achievement for grade level.

The mandatory provisions of the law apply to students in the first three categories only. Level IV students may be included with educational justification. A limited number of Level V students may be included in portions of the program if the local district bears the expense of their participation.

Criteria for certification of persons to teach in transitional bilingual education programs are included in the Transitional Bilingual Education Act. Eleven institutions of higher education in the State offer teacher training courses in bilingual education.

The Illinois Public School Bilingual Census, February 1975, revealed that there were 105,436 children from language backgrounds other than English in Illinois public schools. These children constituted 4.6% of the total public school enrollment in the state. Fifty-nine percent of the children, or approximately 62,100 were in grades prekindergarten through three; thirty-two percent, or approximately 33,700, were in grades four through eight, and nine percent, or approximately 9,500, were in grades nine through twelve. Thirty-seven thousand three hundred and thirty-five of the children were classified as levels I, II, or III in English fluency, i.e. those required to have bilingual education programs as defined by the Illinois law. Children in levels I, II and III were 1.6% of the total Illinois public school enrollment in February 1975.

Children from Spanish-speaking backgrounds constituted the largest group. They were 75% of the total identified and 85% of those classified in levels I, II and III. Nine other languages--Greek, Italian, Polish, German, Chinese, Serbo-Croatian, Korean, Pilipino and Arabic--were represented by a thousand or more children in Illinois public schools. In levels I, I and III of English fluency there were 1,006 children from Greek backgrounds, 822 Italian-speaking children, 680 Korean children, 557 Arabic-speaking children, 437 Polish children, 429 Chinese children, 409 Serbo-Croatian children, 365 Pilipino-(or Tagalog)-speaking children, 199 French-speaking children, 164 Japanese, and 112 German-speaking children.

During the 1974-75 school year, 24,453 children participated in State-funded bilingual education programs in Illinois public schools. This figure included approximately 14,500 in prekindergarten through third grade, approximately 8,000 in fourth through eighth grade, and approximately 2,000 in ninth through twelfth grade. Programs were conducted in Spanish, French, Arabic, Korean, Filipino, Italian, Greek, Chinese, Japanese and Serbo-Croatian. Eight million dollars from State funds supported these programs. In addition, the State spent $280,000 to train 604 teachers to work with limited-English-speaking persons. Three hundred and seventy-two trainees received instruction in teaching English as a second language, 217 in teaching subject areas such as science or math in the non-English language, 180 in the history and culture associated with the non-English language, 160 in teaching the language arts of the non-English language and 113 in methods of guidance and counseling for limited-English-speaking persons.

One thousand one hundred and eighty persons worked in the State-funded bilingual education programs in 1974-75. They consisted of 848 teachers, 303 non-professionals, two administrators, and twenty-seven other professionals. All were fluent in the languages other than English of their projects. There are the equivalent of ten and a half fulltime professionals and three nonprofessionals in the Department of Transitional Bilingual Education of the Illinois Office of Education. The State agency has reports of internal or external evaluators and of on-site evaluation visits, for the State-funded programs.

TABLE 17. -

STUDENTS WITH NON-ENGLISH LANGUAGE BACKGROUNDS IN ILLINOIS PUBLIC SCHOOLS, FEBRUARY 1975

Native language	Total	Level of English Language Fluency				
		I	II	III	IV	V
Total	105,436	8,559	10,521	18,255	28,160	39,941
Spanish	79,604	7,210	8,904	15,203	22,325	25,962
Greek	4,286	227	248	531	863	2,417
Italian	3,488	161	197	464	871	1,795
Polish	2,413	81	126	230	615	1,361
German	2,096	11	18	83	438	1,546
Chinese	1,704	93	126	210	444	831
Serbo-Croatian	1,588	105	109	195	370	809
Korean	1,483	225	211	244	263	540
Pilipino (Tagalog)	1,478	61	88	216	372	741
Arabic	1,432	130	171	256	320	555
Japanese	884	32	55	77	163	557
French	673	37	52	110	139	335
East Indian	548	21	31	45	99	352
Hindi	314	12	19	31	38	214
Hindustani	194	16	18	21	41	98
Yiddish	177	8	0	5	13	151
Lithuanian	157	1	3	1	10	142
Ukrainian	144	0	1	7	14	122
Hungarian	142	4	2	9	29	98
Czech	153	1	5	9	36	102
Cantonese	115	10	6	11	9	79

TABLE 17. - Continued

Native language	Level of English Language Fluency					
	Total	I	II	III	IV	V
Thai	122	9	16	25	28	44
Portuguese	115	5	18	28	27	37
Swedish	105	2	0	8	17	78
Other languages	1,845	91	83	219	561	891

Levels of English language fluency:

I. The student does not speak, understand, or write English, but may know a few isolated words or expressions.

II. The student understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

III. The student speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, and understand at least parts of lessons, and follow simple directions.

IV. The student speaks and understands English without apparent difficulty, but displays low achievement indicating some language or cultural interference with learning. The presence of an accent or limited vocabulary should be disregarded.

V. The student speaks and understands both English and the home language without difficulty, and displays normal academic achievement for grade level.

Source: 1975 Illinois Public School Bilingual Census.

TABLE 18. -

PARTICIPATION IN STATE-FUNDED TRANSITIONAL BILINGUAL EDUCATION PROGRAMS IN ILLINOIS, 1974-75

	Total	Grades PreK-3	Grades 4-8	Grades 9-12
Pupil participation	24,453	14,500*	8,000*	2,000*
Participation in teacher education programs	604**			
Language arts of the non-English language	160			
Subject area instruction in the non-English language	217			
History and culture associated with the non-English language	180			
English-as-a-second-language methods	372			
Methods of guidance and counselling for limited-English-speaking persons	113			
Other	604			

* Approximate numbers.
** Unduplicated count not the sum of the participation in individual areas of instruction

INDIANA

The Department of Public Instruction of the State of Indiana reported that there were 5,723 limited-English-speaking children from migrant families with language backgrounds other than English who participated in programs of instruction in English as a second language and the language arts of their home languages in 1974-75. These programs were supported by $712,127 from Title I of the Elementary and Secondary Education Act. Two hundred and twenty-four teachers worked with the programs and six professionals and two non-professionals handled Title I migrant programs in the Department of Public Instruction in 1974-75. The children in the programs were largely from Spanish-speaking backgrounds. However, limited-English-speaking children from Vietnamese, Korean, Chinese and Yugoslavian backgrounds are also known to be attending Indiana schools.

The Indiana Division of Teacher Certification and the General Commission have prepared and approved criteria for a bilingual and bicultural endorsement to the Standard or Professional License to teach in the Indiana public schools.

In spring 1976 the Indiana General Assembly passed legislation providing for bilingual-bicultural programs for non-English-dominant students in the public schools of the State to aid them "to reach their full academic level of achievement, and to preserve an awareness of cultural and linguistic heritage." Non-English dominant children are defined in the legislation as "children who have difficulty performing in classes conducted solely in English" because they usually speak a language other than English or have such a language as their mother tongue or because such a language is most often spoken in their homes. Bilingual-cultural programs are defined as programs for non-English dominant students designed to meet their language skill needs as soon as possible through the use of English and a non-English language in instruction. Programs include instruction in the history and culture of the United States and of the homeland of the non-English language.

KANSAS

The Department of Education of Kansas estimated that there are 69,000 persons with limited-English-speking proficiency from Spanish language backgrounds in the State. Eleven thousand of this number are three to four years olds, 11,000 are five to twelve, 11,000 are thirteen to eighteen and 36,000 are adults. These data are based upon a State-wide census of school districts and estimates from the 1970 Decennial Census. In addition, there were 2,118 school-age children from Native American backgrounds in school districts with ten or more such children according to a 1974-75 statewide census.

Program participation data are available only for the children from Spanish language backgrounds participating in activities supported by funds for migrants from Title I of the Elementary and Secondary Education Act. These show that 2,033 individuals participated in such programs in 1974-75. The largest group of these was comprised of 1,274 elementary-age children, all of whom received instruction in Spanish language arts, 1,000 of whom received instruction in the history and culture of their background, 1,000 of whom received instruction in other subject areas through Spanish, and 200 of whom received instruction in English as a second language. All 484 students from Spanish language backgrounds in Title I migrant programs in the secondary school studied Spanish language arts; 225 also received instruction in English as a second language, and 100 in history and culture of Spanish-speaking peoples and 100 in other subject areas taught in Spanish. In addition, 235 three and four year olds and forty adults participated in Title I migrant-funded programs.

A total of 254 persons worked with these programs. One hundred and thirty-four of them were fluent in Spanish, eight of fourteen administrators, forty-one of ninety teachers, ten of fourteen other professionals and seventy-five of 136 nonprofessionals. The Department of Education has a professional and a nonprofessional each spending one-tenth time on programs for limited-English-speaking persons. Evaluation data based on reports of State monitoring visits and of internal or external evaluators are available for Title I, ESEA, programs.

Kansas law specifically provides for bilingual elementary school programs using languages other than English in instruction but does not otherwise define them.

TABLE 19. -

LIMITED-ENGLISH-SPEAKING PERSONS IN KANSAS, 1974-75

	Total	Ages 3-4	Ages 5-12	Ages 13-18	Adult
Estimated limited-English-speaking persons from Spanish language backgrounds	69,000	11,000	11,000	11,000	36,000
Estimated Native American students in school districts with ten or more	2,118	NA	NA	NA	NA
Participation of persons from Spanish language backgrounds in programs funded by Title I, ESEA, Migrant, total	2,033*	235	1,274*	484*	40
English as a second language	425	NA	200	225	NA
Spanish language arts	1,993	NA	1,274	484	NA
Spanish heritage and culture	1,100	NA	1,000	100	NA
Other subject taught in Spanish	1,100	NA	1,000	100	NA

* Unduplicated count, not the sum of participation in individual areas of instruction.

KENTUCKY

The Kentucky Department of Education reported that one school district used $20,000 in funds from Title I of the Elementary and Secondary Education Act to provide instruction in English as a second language for twelve elementary school and sixteen secondary school students from migrant families in 1974-75. The State has evaluation data based on the results of standardized tests and on the reports of State monitoring visits for its Title I programs. Two professionals in the State office spend part of their time on these programs.

LOUISIANA

As a state with strong background of French language and culture, Louisiana has, for a number of years, had legislation mandating programs in the French language in its public schools and authorizing funds from the Department of Education to school districts to aid them in implementing this requirement. Recently new legislation was passed, Act 714 of 1975, broadening the concept to include other languages as well as French. This legislation will take effect with the 1976-77 school year and it authorizes second language programs as a part of the general curiculum "to provide Louisiana students the opportunity to become proficient in a second language." A second language is defined as "any language other than a child's home language", including "English for students whose home language is other than English." The State has approved curriculum guides for second language programs in French, Spanish, German, Russian and Latin. The guide for Italian is being prepared.

The Louisiana Department of Education provided program participation data for 1974-75 based on a sample of school districts with State-funded programs and those with bilingual education programs under Title VII of the Elementary and Secondary Education Act, which were especially contacted by the Department of Education for this purpose. The school districts contacted estimated that 43,715 persons from French, Vietnamese, Spanish and Italian backgrounds participated in programs designed to meet their needs which were funded from State and local sources in 1974-75. More than forty thousand of these persons were from French backgrounds, and the large majority of them, 38,837 were children in grades kindergarten through six. There were also programs for 2,078 elementary school children from Italian backgrounds, 268 elementary school children from Spanish backgrounds and 328 Vietnamese elementary school children.

One thousand six hundred and seventysix adults from French backgrounds received instruction in literacy in French or French as a standard dialect. State funds provided programs in English as a second language for 136 Spanish-speaking adults and 58 Vietnamese-speaking adults. In addition to the French-speaking participants in the State-funded French programs, 19,789 English-speaking persons participated in French programs. Eight thousand seven hundred and fifty-nine were elementary school children, 128 were secondary students and 902 were adults. The State of Louisiana provided $1,300,000 for French programs in the schools in 1974-75. In addition, $60,000 from State sources made possible a twenty-four hour in-service teacher training program in the teaching of French language arts and other subjects in French, and in the history and culture of French-speaking peoples.

In addition to the State-funded and locally-funded programs, programs funded by Title I of the Elementary and Secondary Education Act provided instruction in ESL and Vietnamese history and culture for eighty-nine Vietnamese children in the elementary school and 110 Vietnamese children in the secondary school in 1974-75. Title I migrant funds provided programs for 107 Spanish-speaking children in the elementary school and twenty in the secondary school.

The Louisiana Department of Education has six full-time professionals working with its language programs. The surveyed districts reported that 853 staff members worked with French programs in 1974-75, 404 of whom were fluent in French. These were divided between sixty-seven administrators, fifty-five of whom spoke French; 644 teachers, 251 of whom spoke French; seventy-six other professionals, forty-nine of whom spoke French, and sixty-six nonprofessionals, forty-nine of whom spoke French. Of seventy-eight staff members working with Spanish programs, fifty were fluent in Spanish, five of eight administrators, fourteen of thirty-nine teachers, all fourteen other professionals and all seventeen non-professionals. The two administrators did not know the language. The Italian program is staffed by an Italian-American Director, five Italian specialists, of whom two are native-born Italian and two are Italian-American; 20 classroom teachers, of whom one-half are of Italian descent and five local teacher aides, two of whom are native speakers. The total student population is 600, of whom approximately 400 are from homes where Italian is spoken.

In accordance with the purposes of the Louisiana legislation, certification requirements have been approved for second language specialist teachers and eight unviersities have initiated approved programs leading to certification. In addition, the University of Southwestern Louisiana in Lafayette is proposing a pre-service teacher preparation program at the early childhood and elementary levels leading to the bachelor of arts degree with certification in bilingual education, in connection with its new role as a Title VII-supported National Bilingual Resource Center for southeastern United States and the Francophone area of New England.

Table 20.--PARTICIPATION IN PROGRAMS TO MEET THE NEEDS OF PERSONS FROM FRENCH, ITALIAN, SPANISH AND VIETNAMESE BACKGROUNDS IN LOUISIANA PUBLIC SCHOOLS, 1974-75

Language background	Total	Grades K-6	Grades 7-12	Adult
State and locally-funded programs				
Total participants	63,504	60,208	524	2,772
Total, non-English language backgrounds	43,715	41,449	396	1,870
French	40,905	38,873	356	1,676
Italian	2,078	2,078	0	0
Spanish	404	268	0	136
Vietnamese	328	230	40	58
Total, English-speaking persons in French programs	19,789	18,759	128	902
Programs funded under Title I, ESEA				
Total participants	326	196	130	0
Title I regular program - Vietnamese	199	89	110	0
Title I migrant - Spanish	127	107	20	0

MAINE

The State of Maine passed legislation in 1969 which permits the Commissioner of Education of Maine to cooperate with the U.S. Department of Health, Education and Welfare to carry out bilingual education programs or other Federal programs "designed to meet the educational needs of children in areas having high concentrations of children from non-English-speaking families." This legislation also permits school districts to provide early childhood programs "involving bilingual education techniques" designed to "enhance their learning potential" for children from non-English-speaking families for not more than five years of their education.

Program participation data was provided by the Department of Education for the two language minority groups for whom programs were provided in 1974-75 under Title VII of the Elementary and Secondary Education Act, the Passamaquoddy and the French. Eighty Passamaquoddy elementary-age children participated in full-time locally funded bilingual programs in Passamaquoddy in 1974-75. ESEA Title I migrant funds provided for sixty Passamaquoddy elementary children to receive instruction in Passamaquoddy history and culture. A staff of eight full-time professionals and one half-time professional worked in these programs. One full-time and the half-time professional were administrators, three were teachers and four were professionals other than teachers or administrators. All but two of the non-teaching professionals were fluent in the Passamaquoddy language. Nine hundred and forty-six children from French-speaking backgrounds and 113 children from English-speaking backgrounds participated in full-time locally-funded bilingual programs in French in the elementary grades in 1974-75. Eleven administrators, forty-seven teachers, four other professionals and thirty-two nonprofessionals staffed these programs. All but one administrator and two of the teachers were fluent in French.

The Maine Department of Education has one professional devoting one tenth of his time to programs for limited-English-speaking persons. Evaluation data on the Title I programs are available. They consist of the results of standardized tests and teachers' anecdotal records.

TABLE 21. -

PARTICIPATION IN PROGRAMS FOR LIMITED-ENGLISH-SPEAKING ELEMENTARY SCHOOL CHILDREN IN MAINE, 1974-75

Participation of Passamaquoddy children, total	140
Participation in fulltime locally-funded bilingual education programs	80
Instruction in the history and culture of the Passamaquoddy people funded by Title I, ESEA	60
Participation in French bilingual education programs, total	1,059
Limited-English-speaking children from Franco-American backgrounds	946
English-speaking children	113

MARYLAND

The Maryland State Department of Education reported that limited-English-speaking children are participating in programs funded from Title I of the Elementary and Secondary Education Act and Spanish-speaking aides are employed with Spanish-speaking migrant children and, to some extent, with Spanish-speaking children in inner city Title I programs. The Department sponsored a three-week workshop for ESL teachers in 1974-75 at a cost of $2,500. Maryland has established hiring standards for ESL teachers.

MASSACHUSETTS

Massachusetts was the first State in the Nation to pass a mandatory bilingual education act. Its Transitional Bilingual Education Act was signed into law on November 4, 1971. It applies to public elementary and secondary schools. It states that programs must be provided for children of limited English-speaking ability whenever there are twenty or more with the same language background in a school district. School districts are required by the Act to ascertain the number of limited English-speaking children each year and to classify them according to the language in which they possess a primary speaking ability.

The Transitional Bilingual Education Act defines children of limited English-speaking ability as:

> (1) children who were not born in the United States whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English; and (2) children who were born in the United States of non-English-speaking parents and who are incapable of performing ordinary classwork in English.

Regulations provide that the primary language other than English shall be identified by a qualified bilingual teacher or by a child's parent. In accordance with the Act, each child who is participating in a program must be examined for oral comprehension, speaking, reading and writing of English each year and may be transferred out of the program after three years or sooner if he achieves a level of English language skills which will enable him to perform successfully in English only classes. However, provision is made for limited English-speaking children to continue in bilingual programs longer than three years at the discretion of the school committee and subject to the approval of the child's parent or guardian.

Programs of Transitional Bilingual Education are full-time programs with three components: (1) content courses or subjects required by law and by the school district taught through the child's native language and through English, (2) language arts courses in both languages, and (3) courses in the history and culture of the country, territory or geographic area of the child's background and in the history and culture of the United States.

As a part of its responsibilities under the Transitional Bilingual Education Act, the Massachusetts Board of Education has issued regulations for the certification of bilingual teachers and criteria to determine bilingual teacher competencies in language skills and culture. The Bureau of Transitional Bilingual Education has approved seven Massachusetts institutions of higher education, Boston State College, Boston University,

Emmanuel College in Boston, the Hellenic College in Brookline, Lowell University, the Southeastern Mannachusetts University in North Dartmouth and the University of Massachusetts at Amherst, to serve as centers to verify the language and cultural competencies of candidates who present themselves for certification as bilingual teachers.

The census of Massachusetts school districts in 1974-75, identified a total of 11,461 children who met the definition for limited-English-speaking contained in the Transitional Bilingual Education Act. Of these, 10,421 Spanish-speaking, Portuguese-speaking, Italian-speaking, Greek-speaking, French-speaking and Chinese-speaking children are participating in State-supported transitional bilingual education programs. An additional 1,040 limited-English-speaking children from other language backgrounds were also identified. However, the Department has no information on the extent to which they may be participating in programs in their school districts. Four million dollars were provided from State funds in 1974-75 to assist school districts with the costs of the bilingual programs over and above the average per pupil costs for those districts. The Department estimates that local school districts spent approximately ten million dollars in 1974-75 from local funds in support of services to these children. In addition, districts were encouraged by the Regulations to use Title I, ESEA, funds to pay for the paraprofessionals in bilingual classrooms, if possible.

Five professionals and two nonprofessional employees work with programs for limited-English-speaking persons in the State office. In 1973-74 there were fifty-five administrators of bilingual education programs in local school districts, all of whom were fluent in the language other than English of their projects, and 470 teachers, 334 of whom were fluent in the project language other than English.

The Department of Education has evaluation data on the State-funded bilingual programs and on programs funded by Title I, ESEA. This consists of the results of standardized and criterion referenced tests, reports of State monitoring visits and reports of evaluators.

TABLE 22. -

LIMITED-ENGLISH-SPEAKING STUDENTS IN MASSACHUSETTS SCHOOLS, 1974-75

Language background	Total	Ages 3-4 (PreK)	Ages 5-12 (K-6)	Ages 13-18 (7-12)	Limited English-speaking students participating in State-funded bilingual programs
Total	11,461	91	8,296	3,074	10,421
Spanish	6,264	46	4,396	1,822	6,264
Portuguese	2,561	1	1,809	751	2,561
Greek	558	7	398	153	558
Italian	458	4	366	88	458
Chinese	296	25	228	43	296
French	284	2	171	111	284
Other languages	1,040	6	928	106	*

Source: Census of school districts, 1974-75

* The Department of Education has no information on numbers of limited-English-speaking children from language backgrounds other than Spanish, Portuguese, Greek, Italian, Chinese and French who may be participating in bilingual education programs in their schools.

MICHIGAN

The State of Michigan passed legislation in 1974, requiring school districts to establish bilingual instruction programs if twenty or more children with limited-English-speaking ability from one language background were enrolled. This requirement was to take effect beginning with the 1975-76 school year. The law also permits bilingual programs to be established by a school district for fewer than twenty children and it also permits certain interdistrict or intermediate school district arrangements to be made to provide bilingual instruction for children from two or more districts where their enrollment in their individual districts is fewer than twenty. Limited-English-speaking children are to be enrolled in bilingual instruction programs for three years or until they achieve

> a level of proficiency in English language skills sufficient to receive an equal education opportunity in the regular school program, whichever occurs first.

Achievement of English language skills is to be measured by an examination approved by the State Board of Education.

The law defines "children of limited English-speaking ability" as

> children who have or reasonably may be expected to have difficulty performing ordinary class work in English because their native tongue is a language other than English or because they come from a home or environment where the primary language used is a language other than English.

It defines "Bilingual instruction" as "the use of two languages, one of which is English, as media of instruction for speaking, reading, writing or comprehension." Programs must be fulltime and they must include the courses required for completion of the relevant grade level. They may include instruction in the history and culture associated with the language of the limited English-speaking children as well as the history and culture of the United States.

In compliance with the legislation, the State Board of Education promulgated rules governing the endorsement of teachers as qualified bilingual instructors to be effective in the fall of 1975. It has also approved a number of teacher education programs in Michigan institutions of higher education for the purposes of preparing instructional personnel to work in bilingual programs.

The Michigan State Department of Education conducted a State-wide census of school districts in the spring of 1974 in preparation for the implementation of the law in the 1975-76 school year. In reponse to the census, Michigan districts reported that 36,812 children speaking fifty-nine languages other than English in their homes were enrolled as of that time. Twelve thousand eight hundred and twenty-eight of these children were reported by the school districts to be experiencing English language difficulty in school. Of the total of children speaking other languages in their homes, 99.5% or 36,636 children were in school districts in which there were enrollments of twenty or more children of their language background. These children spoke twenty-one different languages and "other" in their homes. Ninety-eight point nine percent, or 12,687 of the children experiencing difficulty with English, were in districts in which there were enrollments of twenty or more experiencing difficulty from their language background. These children spoke eleven different languages and "other" in their homes.

In summarizing the results of this census, the Department of Education points out that the classification of home languages other than English and the methods for determining difficulty in English were not standardized.

The Michigan Department of Education reported that $4,200,000 was spent from funds provided by Title I of the Elementary and Secondary Education Act to meet the needs of limited-English-speaking migrant children in 1974-75. The Department has evaluation data for Title I programs in the form of the results of standardized and criterion-referenced tests and reports of State monitoring visits. One professional and one nonprofessional work fulltime with programs for limited-English-speaking persons in the State Agency.

TABLE 23.-

STUDENTS FROM NON-ENGLISH LANGUAGE BACKGROUNDS IN MICHIGAN SCHOOL DISTRICTS WITH TWENTY OR MORE IN ONE LANGUAGE CLASSIFICATION, SPRING 1974

	Total		In grades K-6		In grades 7-12	
Language	# speaking NEL in home	# LES	# speaking NEL in home	# LES	# speaking NEL in home	# LES
Total	36,636	12,687	21,094	8,101	15,542	4,586
Spanish	19,027	8,944	11,423	5,772	7,604	3,172
Italian	2,740	402	1,556	259	1,184	143
Arabic	2,496	1,537	1,494	889	1,002	648
Polish	1,454	110	544	41	910	69
German	1,159	54	488	41	671	13
Greek	387	74	244	56	143	18
Yugoslavian	352	211	253	153	99	58
Chinese	235	58	180	46	55	12
Chaldean	162	71	110	55	52	16
French	146	*	66	*	80	*
Dutch	122	*	75	*	47	*
Indian	120	*	108	*	12	*
Albanian	86	43	68	36	18	7
Korean	81	39	57	26	24	13
Finnish	69	*	39	*	30	*
Ukranian	42	*	19	*	23	*
Japanese	34	*	20	*	14	*
Latvian	34	*	24	*	10	*
Ojibway	28	*	14	*	14	*
Tagalog	24	*	23	*	1	*
Lebanese	20	*	13	*	7	*
Other	1,818	1,144	4,276	727	3,542	417

Source: Statewide census of school districts, spring 1974.

* Fewer than twenty children in any one school district.

MINNESOTA

The Minnesota Department of Education reported that legislation was pending to provide for programs to meet the needs of limited-English-speaking persons from language backrounds other than English in the State. This legislation would mandate collection of data regarding this group and would provide some funds for State programs. At the time of the survey the Department collected information from Minnesota school districts regarding ethnic background of students and staff.

The Department has information on 1974-75 programs which served children from Spanish-speaking backgrounds and funded by Title I of the Elementary and Secondary Education Act. Fifty secondary school students were provided with instruction in English as a second language with funds from the regualr Title I program. A total of 4,333 children of migrant workers participated in programs funded by Title I for migrants in Minnesota in 1974-75. Of these, there were 2,120 children, six to thirteen years of age, of whom 1,953 received instruction in ESL, 1,090 received instruction in the Spanish language arts, and 1,791 received instruction in the history and culture associated with their background. An additional 1,558 children five years of age or younger and 655 children ages fourteen to eighteen received program services provided with Title I migrant funds for which information about specific program contents is unavailable. In 1974-75, $450,000 in regular Title I program funds and $550,000 in Title I migrant programn funds assisted limited-English-speaking children from Spanish language backgrounds.

TABLE 24.-

PARTICIPATION IN PROGRAMS FOR LIMITED-ENGLISH-SPEAKING STUDENTS FROM SPANISH LANGUAGE BACKGROUNDS FUNDED BY TITLE I, ESEA, IN MINNESOTA, 1974-75

	Total	Ages 3-5	Ages 6-13	Ages 14-18
Total	4,383	1,558	2,120	705
Participants receiving instruction in English as a second language in the regular Title I program	50	0	0	50
Participants in Title I Migrant programs	4,333*	1,558	2,120*	655
English as a second language	1,953	NA	1,953	NA
Spanish language arts	1,090	NA	1,090	NA
Spanish heritage and culture	1,791	NA	1,791	NA

* Unduplicated count, not the sum of participation in individual subject areas.

MONTANA

The Montana State Department of Public Instruction reported that 1,415 children from Spanish-speaking migrant families largely in the Billings area participated in special programs in 1974-75 funded by Title I of the Elementary and Secondary Education Act. Six hundred and thirty-six elementary school students and 471 secondary school students received instruction in English as a second language, Spanish language arts, the history and culture associated with their heritage, and other subject areas taught through Spanish. An additional number of preschool children received day care services and elementary and secondary school students received instruction in prevocational, vocational or career courses and in health. Title I migrant funds provided $1,018,566 for this purpose. A staff of 334 persons worked with the programs for Spanish-speaking migrant children. One hundred and five of them, one of ten administrators, nineteen of eighty-six teachers, seventy-seven of 171 other professionals and eight of sixty-seven non-professionals, were fluent in Spanish. Approximately 15% of the time of a professional and 25% of the time of a nonprofessional in the State agency are spent working on programs for limited-English-speaking persons.

TABLE 25.-

PARTICIPATION OF STUDENTS FROM SPANISH-SPEAKING MIGRANT FAMILIES IN PROGRAMS FUNDED BY TITLE I, ESEA, IN MONTANA, 1974-75

	Total	Pre-K	Grades K-6	Grades 7-12
Total participation	1,415	307	636	471
Participation in programs including instruction in English as a second language, culture and other subjects in Spanish, prevocational subjects, vocational subjects and health education.	1,107	NA	636	471

NEBRASKA

In February 1975, the Nebraska Board of Education requested the State Department of Education to report on the need for services to students with limited-English-speaking ability in Nebraska. A Bilingual Task Force was formed which conducted a survey in May 1975. The instrument was sent to the 323 school districts in the State which operate combined elementary-secondary systems or secondary systems exclusively. School districts operating only in the elementary grades (K-6 or K-8) were not surveyed. The instrument requested the information by mother tongue and grade level and asked respondents to categorize children from homes in which English is not the dominant language as either lacking a functional command of English, i.e.

- Students whose native language is not English and who do not have a functional command of English (inability to express fundamental needs or thoughts lucidly, failure to follow directions or react appropriately and unnatural reticence in communicating).

or who are only minimally functional in English, i.e. students who "do not achieve at the level they might reasonably be expected to" because of their language background. Eighty-one percent of the surveyed school districts responded. They reported that more than twenty-five different languages were spoken by 665 limited-English-speaking children in those districts. Of the 665, 220 were reported to be non-functional in English and 445 as having a minimal functional command of English. Four hundred and ninety-three of the limited-English-speaking children were in the elementary grades and 172 were in the secondary grades. More than half the total were from Spanish-speaking backgrounds, as follows:

TABLE 26.-

SPANISH-SPEAKING STUDENTS IN NEBRASKA PUBLIC SCHOOLS, MAY 1975

	Total	Pre K-6	7-12
Total	371	311	60
Non-functional in English	125	97	28
Minimally functional in English	246	214	32

The second largest group, with sixty-three, was composed of Lakota-speaking Sioux Indian children, mostly in districts in the northern part of the State near the South Dakota border.

In reporting the results of the survey to the State Board, the Task Force noted that time limitations made it impossible for the survey to reflect all the students with limited-English-speaking ability in the State.

The State Department of Eduction follows the minimum standards of the National Association of State Directors of Teacher Education and Certification for bilingual/bicultural teacher education.

NEVADA

The Nevada Department of Education reported that 120 Spanish-speaking migrant children received instruction in English as a second language in 1974-75 with $38,000 from Title I of the Elementary and Secondary Education Act. Evaluation data, consisting of the results of standardized tests and reports of State monitoring visits are available for Title I programs. One professional is assigned to these programs in the State agency.

NEW JERSEY

On January 8, 1975, the Governor of New Jersey signed a law making programs of bilingual education mandatory beginning with the 1975-76 school year in all school districts enrolling twenty or more limited-English-speaking pupils in any one language classification. The law permits bilingual education programs to be established for fewer than twenty children at the discretion of the local boards of education and also allows districts to join with other districts to provide programs. School districts are required to identify all limited-English-speaking children residing in the district according to rules prescribed by the State Commissioner of Education and to classify them according to the language in which they possess a primary speaking ability. Children are entitled to participate in bilingual education programs for a period of three years.

The New Jersey law defines children of limited-English-speaking ability as children "whose primary language is other than English and who have difficulty performing ordinary classwork in English." Programs in bilingual education are fulltime programs in which the native language of the limited-English-speaking children and English are used for instruction in all required courses, in which the language arts are taught in both languages and in which instruction is given in the history and culture associated with the background of the limited-English-speaking children as well as in the history and culture of the United States. In fulfillment of the provisions of the law, standards for certification for teachers of bilingual/bicultural education and for teachers of English as a second language were approved in October 1975.

For 1974-75, the New Jersey State Department of Education reported that there were 85,720 Spanish-surnamed students enrolled in schools in twenty-one counties with large Hispanic populations. These were divided by major ethnic group as follows:

Puerto Rican	60,189
Cuban	14,148
Other	11,383

The needs of limited-English-speaking children were a priority for programs funded under Title I of the Elementary and Secondary Education Act in 1974-75. Thirty-three districts received $3,078,022 for programs serving limited-English-speaking children, several of them covering all grade levels, K through 12. In addition, special incentive grants were

awarded under Title I to forty districts which provided special programs of bilingual instruction or English as a second language to 6,526 children with native languages other than English in Title I eligible attendance areas who fell below the districts' standard level of English language proficiency. Funds for this purpose were $1,413,032. As a part of this effort, 28,130 children from thirty-three different language backgrounds were identified as eligible by the school districts applying for funds.

The Department of Education is developing a system to make available evaluation data on the Title I programs. Data consist of the results of standardized tests and reports of State monitoring visits and internal or external evaluators. Six professionals and two nonprofessionals work in the Department directly with programs for limited-English-speaking persons.

TABLE 27.-

TITLE I, ESEA, ELIGIBLE RESIDENT STUDENTS IN SELECTED NEW JERSEY SCHOOL DISTRICTS, BY LANGUAGE CLASSIFICATION, 1974-75

Total	28,430
Spanish	26,623
Italian	672
Spanish and Italian	59
Greek	115
Japanese	98
Yugoslavian	94
Arabic	91
Portuguese	78
Polish	58
Chinese	45
Korean	40
Turkish	32
Hindi	27
German	16
Hungarian	13
Pakistani	9
Romanian	8
Slavic	8
Ukranian	7
Filipino	6
Russian	6
Thai	4
Dutch	4
Armenian	3
Indian	3
Persian	2
Swedish	2
Biafran	1
Czechoslovak	1
Hebrew	1
Indonesian	1
Norwegian	1
Slovak	1
Vietnamese	1

NEW MEXICO

New Mexico's Bilingual Multi-Cultural Education Act was passed in March 1973. Its purpose is to "insure equal education opportunities for students in New Mexico" and it affirms the contribution to the cognitive and effective development of students of:

(1) utilizing the cultural and linguistic backgrounds of the students in the curriculum;

(2) providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and

(3) teaching students to appreciate the value and beauty of different languages and cultures.

The Act defines bilingual multi-cultural education programs as programs of education "by which students learn through two languages to understand and participate in the cultures of their environment." The group whose educational needs are to be especially considered are the "culturally and linguistically different," i.e.:

> Those persons who are of a different cultural background than the majority culture of the State and whose native tongue is of a language other than the language of the majority culture within the State.

School districts may receive State funds to serve children in grades kindergarten through six. However, priority is given to programs in grades kindergarten through three. In carrying out the provisions of the Act, the New Mexico State Board of Education has adopted a policy statement which underlines its belief that all students should have the opportunity "to participate in various cultural forms and values" as a part of their basic educational program "as determined by the needs assessment of the local district" and that all students should develop "complete functionality in English....so that they will be proficient in the national language."

Programs funded under the Act include as a minimum, instruction in the language arts, including reading and writing, of the home language of the children from non-English-speaking backgrounds, as well as in the language arts of English, and sponsoring districts are encouraged to provide instruction in the social, economic values, history and cultural heritage of the students through the medium of the home language other than English. Estimates of the numbers of children in New Mexico in 1974-75 needing programs are available from the Compliance Report on Instructional Services for Students Whose Primary or Home Language is

other than English of the U.S. Office of Civil Rights, DHEW, (the Lau Compliance Report) which the Department of Education used for all school districts in fall 1974. New Mexico districts reported that there were 73,457 children whose primary or home language was other than English, whom 20,742 were participating in either bilingual or English-as-a-second-language programs. Seven hundred and ninety-four teachers were employed in these programs.

Data on bilingual program participation is gathered separately by the Department of Education. For 1974-75, the Department's summary showed that over 24,000 New Mexico public school children including culturally different children from English-speaking homes and Anglo children participated in bilingual multicultural education programs as defined in the legislation. These programs employed Spanish, Navajo, Apache, Zuñi and various Pueblo Indian languages, in addition to English, as the project languages.

Fifteen thousand two hundred and ninety-six children in sixty-seven districts and 177 schools were provided with programs through the State legislation. Nine hundred and seventy-six thousand seven hundred and forty-three dollars of State funds were expended for this purpose. The Emergency School Aid Act provided $523,339 in grants for bilingual programs for 2,214 children. Title I of the Elementary and Secondary Education Act furnished $190,773 for programs in which 1,004 children participated. There were 5,530 public school students served by programs supported with $1,404,411 from Title VII, ESEA.

In addition to the funds provided to school districts for services to children, the State of New Mexico spent $220,300 in 1974-75 for bilingual teacher training activities conducted in three sites. Ninety-eight teachers and forty-two aides were trained in this program.

New Mexico was one of the first states to consider criteria for certification to teach in bilingual education programs in elementary schools. Certification requirements were approved by the State Board of Education on January 25, 1974. New Mexico also has certification requirements for English-as-a-second-language teachers. There are six professionals working in the State Department of Education with bilingual education programs.

TABLE 28.-

BILINGUAL EDUCATION PROGRAMS IN NEW MEXICO PUBLIC SCHOOLS, 1974-75

Funding source	Dollar amount	Number of participants
Total	$3,095,266	24,044
State Bilingual Multi-Cultural Education Programs	976,743	15,296
Title I, Elementary and Secondary Education Act	190,773	1,004
Title VII, Elementary and Secondary Education Act	1,404,411	5,530
Emergency School Aid Act	523,339	2,214

NEW YORK

New York law provides that "pupils who, by reason of foreign birth, ancestry or otherwise, experience difficulty in reading and understanding English" may be taught through their native languages as well as English for a period of three years. This period may be extended by the Commissioner of Education for three more years. Special classes may be established if there are ten or more non-English-speaking children in a school district. Non-English-speaking children are defined as persons under twenty-one who are "unable to speak and understand the English language."

The Education Department conducts a yearly ethnic enrollment survey and a survey of bilingual education and ESL education which includes a section on enrollment of non-English and limited-English-speaking students who are dominant in Spanish (divided into Puerto Rican and other Spanish-speaking), Chinese, Italian, Greek, French (including Haitians) and other languages. These surveys, and information from the 1970 Census of Pupulation for adults, are the source of estimates of the numbers of limited-English-speaking persons in the State available to the State agency. On the basis of these data, the Department estimates that there were 1.3 million persons in New York in 1974-75 who were non-English-speaking or limited in their English-speaking ability. More than a million of these were Spanish-speaking of whom nearly 400,000 were children.

The New York Education Department provides funds to school districts for full-time bilingual programs in which English and the native language other than English of limited-English-speaking children are used for instruction in the language arts and other subject areas, as well as for programs in which limited-English-speaking children receive instruction only in English as a second language. It also provides funds for adult programs. In 1974-75, the Department provided over eight million dollars for programs and local school districts in the State provided thirteen million. In the State-funded programs 10,137 Puerto Rican adults participated, 7.7 thousand in English as a second language and 2.5 thousand in adult basic education courses offered through Spanish. Thirty-seven thousand elementary and secondary school students from various language and ethnic backgrounds participated in State-funded bilingual education programs and 32.8 thousand in ESL programs. The local district funds made it possible for 28.6 thousand Puerto Rican adults to participate in programs, most of them ESL. More than 14 thousand students from various backgrounds participated in bilingual education programs and 2.9 thousand participated in ESL programs supported by local funds in the elementary and secondary schools. The State also provided $100,000 for programs to train personnel to work with limited-English-speaking persons.

Approximately 14 thousand students from various backgrounds participated in programs in which reading and math were taught in their native languages other than English and nearly 27 thousand in ESL programs made possible by 25.7 million from the regular program funded by Title I of the Elementary and Secondary Education Act. Forty thousand dollars from Title I migrant funds provided bilingual programs for 358 migrant children and ESL programs for another hundred from Puerto Rican and French-speaking backg rounds. In all, bilingual programs were provided in which fourteen different languages and English were used as media of instruction: Algonquin, Arabic, Chinese, French, Greek, Hebrew, Italian, Japanese, Portuguese, Russian, Spanish, Turkish, Vietnamese and Yiddish.

The State Department reported that 103 administrators, 2,056 teachers and 178 other professionals worked with programs to meet the needs of limited-English-speaking persons in New York State in 1974-75. No records are available on the numbers of nonprofessionals, such as aides, working with these programs or on the language proficiency of any employees but the teachers. At least 62% of teachers working with students from various language backgrounds are considered to be fluent in the languages of the limited-English-speaking persons with whom they are working.

Evaluation reports, consisting of the results of both standardized and criterion-referenced tests, reports of State monitoring visits and reports from internal and external evaluators, are available in the State Department for the programs funded by the State and those funded by Title I of the Elementary and Secondary Education Act.

Fourteen institutions of higher education in New York are approved to provide training programs for persons preparing to be bilingual teachers or to work in other capacities with this group.

Nine professionals and four nonprofessionals are assigned to positions in the New York Education Department having to do with programs for limited English-speaking persons.

TABLE 29.-

LIMITED-ENGLISH-SPEAKING PERSONS IN NEW YORK STATE, 1974-75

	Total	3-4 (Pre-K)	5-12 (K-6)	13-18 (7-12)	over 18 (adult)
Total	1,328,642	5,692	303,264	224,636	795,050
Selected language/ethnic group					
Total Spanish	1,015,665	2,416	229,328	165,841	618,080
Puerto Rican	811,305	1,812	183,462	124,381	501,650
Other Spanish	204,360	604	45,866	41,460	116,430
Chinese	15,192	3	3,620	2,889	8,680
French*	10,934	29	1,573	3,102	5,230
Greek	4,765	7	1,185	853	2,720
Italian	15,508	71	3,965	2,652	8,820
Other	266,578	3,166	63,593	49,299	150,520

Sources: New York State 1974-75 Public and Nonpublic Ethnic Enrollment Survey, 1974 Survey of Bilingual Education, and estimates from the 1970 Census (for adults), as provided by the State Education Department, April 1974.

*Includes Haitians

TABLE 30.-

DOLLAR SUPPORT FOR PROGRAMS TO MEET THE NEEDS OF LIMITED-ENGLISH-SPEAKING PERSONS IN NEW YORK STATE, BY SELECTED FUND SOURCE

1974-75

State	
Funds for classroom programs	$8,377,151
Funds for teacher training	100,000
Local school districts	13,001,530
Title I, ESEA	
Regular program	25,691,181
Migrant program	40,059

Table 31.--PARTICIPATION IN BILINGUAL EDUCATION AND ESL PROGRAMS FOR LIMITED-ENGLISH-SPEAKING STUDENTS IN NEW YORK SCHOOLS, BY LANGUAGE/ETHNIC GROUP AND SELECTED FUND SOURCE, 1974-75

Type of program	Total all languages			Spanish								
				Total			Puerto Rican			Other Spanish		
	total	K-6	7-12	total	K-6	7-12	total	K-6	7-12	total	K-6	7-12
Total	70,020	39,864	30,156	63,015	36,305	26,710	49,800	29,430	20,370	13,215	6,875	6,340
BE	37,228	21,118	16,110	33,508	19,223	14,285	26,543	15,598	10,945	6,965	3,625	3,340
ESL	32,792	18,746	14,046	29,507	17,082	12,425	23,257	13,832	9,425	6,250	3,250	3,000
State-funded programs												
Total	10,970	6,209	4,761	9,870	5,652	4,218	7,790	4,572	3,218	2,080	1,080	1,000
BE	7,938	4,495	3,443	7,138	4,090	3,048	5,638	3,310	2,328	1,500	780	720
ESL	3,032	1,714	1,318	2,732	1,562	1,170	2,152	1,262	890	580	300	280
Locally-funded programs												
Total	17,222	9,792	7,430	15,497	8,920	6,577	12,222	7,215	5,007	3,275	1,705	1,570
BE	14,292	8,025	6,267	12,882	7,315	5,567	10,197	5,915	4,282	2,685	1,400	1,285
ESL	2,930	1,767	1,163	2,615	1,695	1,010	2,025	1,300	725	590	305	285
Title I, ESEA, regular program												
Total	41,370	23,515	17,855	37,235	21,420	15,815	29,375	17,330	12,045	7,860	4,090	3,770
BE	14,640	8,320	6,320	13,175	7,575	5,600	10,395	6,130	4,265	2,780	1,445	1,335
ESL	26,730	15,195	11,535	24,060	12,845	10,215	18,980	11,200	7,780	5,080	2,645	2,435
Title, ESEA, migrant program												
Total	458	348	110	413	313	100	413	313	100	0	0	0
BE	358	278	80	313	243	70	313	243	70	0	0	0
ESL	100	70	30	100	70	30	100	70	30	0	0	0

Source.--1974 Bilingual Survey and other data provided by the New York State Education Department, April 1976

Table 31.--PARTICIPATION IN BILINGUAL EDUCATION AND ESL PROGRAMS FOR LIMITED-ENGLISH-SPEAKING STUDENTS IN NEW YORK SCHOOLS, BY LANGUAGE/ETHNIC GROUP AND SELECTED FUND SOURCE, 1974-75--continued

Type of program	Chinese			French*			Greek			Italian			Other**		
	total	K-6	7-12	total	K-6	7-12	total	K-6	7-12	total	K-6	7-12	total	K-6	7-12
Total	700	388	312	2,130	740	1,390	700	401	299	2,085	1,250	835	1,390	780	610
BE	370	205	165	1,145	405	740	370	215	155	1,100	660	440	735	410	325
ESL	330	183	147	985	335	650	330	186	144	985	590	395	655	370	285
State-funded programs															
Total	110	61	49	330	110	220	110	61	49	330	200	130	220	125	95
BE	80	45	35	240	80	160	80	45	35	240	145	95	160	90	70
ESL	30	16	14	90	30	60	30	16	14	90	55	35	60	35	25
Locally-funded programs															
Total	175	97	78	515	175	340	175	100	75	515	305	210	345	195	150
BE	145	80	65	420	140	280	145	85	60	420	250	170	280	155	125
ESL	30	17	13	95	35	60	30	15	15	95	55	40	65	40	25
Title I, ESEA, regular program															
Total	415	230	185	1,240	420	820	415	240	175	1,240	745	495	825	460	365
BE	145	80	65	440	150	290	145	85	60	440	265	175	295	165	130
ESL	270	150	120	800	270	530	270	155	115	800	480	320	530	295	235
Title I, ESEA, migrant program															
Total	0	0	0	45	35	10	0	0	0	0	0	0	0	0	0
BE	0	0	0	45	35	10	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Includes Haitians. **Includes Algonquin, Arabic, Hebrew, Japanese, Portuguese, Russian, Vietnamese, Turkish, and Yiddish bilingual program participants; ESL participants represent additional language backgrounds.

Table 32.--Puerto Rican Adults Participating in Programs for Limited-English-speaking Persons in New York State, 1974-75

	Total	State-funded	Locally-funded
Total	38,785	10,137	28,648
By type of program			
English as a second language	33,644	7,673	25,971
Adult basic education in Spanish	2,787	2,464	323
Other instruction	2,354	0	2,354

Table 33.--Personnel Working in Programs for Limited-English-speaking Persons in New York State, by Category, Language/ethnic Group Served, and Fluency in Group Language of Teachers, 1974-75

Language/ethnic group	Administrators	Teachers		Other Professionals
	Total	Total	Fluent in group language	Total
Total, all groups	103	2,056	1,271	178
Total, Spanish	93	1,849	1,144	160
Puerto Rican	73	1,459	903	126
Other Spanish	20	390	241	34
Chinese	1	21	13	2
French*	3	62	38	5
Greek	1	21	NA	2
Italian	3	62	38	5
Other groups**	2	41	25	4

*Includes Haitians

**Includes Algonquin, Arabic, Hebrew, Japanese, Portuguese, Russian, Turkish, Vietnamese, and Yiddish in bilingual programs, others in ESL programs

Note.--Data on language fluency not available for non-teaching professionals.

NORTH CAROLINA

The North Carolina Department of Public Instruction reported that 345 children from Spanish-speaking backgrounds participated in elementary school programs funded by Title I of the Elementary and Secondary Education Act for children of migrant families in 1974-75. These children came to North Carolina from Florida and Texas. Some personnel used Spanish with them in the classroom as needed.

NORTH DAKOTA

The Department of Public Instruction of the State of North Dakota reported that 987 children in grades kindergarten through eight and and additional number of preschool children of Spanish-speaking migrant families received instruction in English as a second language in a summer program supported with $748,587 from Title I of the Elementary and Secondary Education Act in 1974-75. The staff consisted of 179 teachers, 202 aides and 149 other nonprofessionals. All of the aides were fluent in Spanish.

OREGON

Oregon law provides that school districts may conduct instruction in more than one language:

> in order that pupils whose native language is other than English can develop bilingual skills to make an early and effective transition to English and benefit from increased educational opportunities.

In addition, school districts are required to offer "specific courses to teach speaking, reading, and writing of the English language" to limited-English-speaking children until these children acquire sufficient English proficiency to profit from classes taught in English.

For the 1974-75 academic year, program participation data were provided for children from the two language minority groups being served by programs under Title VII of the Elementary and Secondary Education Act, i.e., Spanish and Russian-speaking. Data were based on a sample of school districts, an estimate from an ethnic survey and academic achievement testing. They were not separated for the language groups. The Department of Education reported that 350 elementary school age and 118 secondary school age children from Spanish and Russian language backgrounds and 120 elementary school age and forty-seven secondary school age children from English-speaking backgrounds were participating in full-time locally-funded bilingual education programs. Local school districts provided $345,000 for these programs. In addition, $300,000 was provided from funds for migrant children under Title I of the Elementary and Secondary Education Act. Three hundred and eighty elementary school children and seventy secondary school children from Spanish and Russian language backgrounds participated in programs funded by Title I migrant in 1974-75. Ninety children in elementary schools and thirty children in secondary schools received instruction in English as a second language; 350 children in the elementary school and fifty children in the secondary school received instruction in Spanish or Russian language arts and 150 elementary school children and fifty secondary school children received instruction in the history and culture associated with the Spanish language or the Russian language and in other subject areas of the curriculum through the Spanish or the Russian language.

A total of 201 persons staffed locally-funded and Title I-funded programs in 1974-75. One hundred and eight of the staff were fluent in Spanish or in Russian. Six of twelve administrators spoke the project languages, forty-two of 114 teachers spoke the project languages, and sixty of seventy-five nonprofessionals spoke the project languages. The Oregon State Department of Education has one professional and one nonprofessional assigned to work with programs for limited-English-speaking persons.

TABLE 34.-

PARTICIPATION IN SPECIAL PROGRAMS FOR LIMITED-ENGLISH-SPEAKING STUDENTS FROM SPANISH AND RUSSIAN LANGUAGE BACKGROUNDS IN OREGON SCHOOLS

1974-75

	Total	In elementary schools	In secondary schools
Total in full-time locally funded bilingual programs	635	470	165
Limited-English-speaking pupils from Spanish and Russian backgrounds in full-time locally-funded bilingual programs	468	350	118
English-speaking pupils in full-time locally-funded bilingual programs	167	120	47
Limited-English-speaking pupils from Spanish and Russian backgrounds in programs funded by Title I, ESEA, migrant, total	450	380	70
Receiving instruction in ESL	120	90	30
Receiving instruction in Spanish or Russian language arts	400	350	50
Receiving instruction in in history and culture associated with the Spanish or Russian languages	200	150	50
Receiving instruction in other subject areas in Spanish or Russian	200	150	50

PENNSYLVANIA

Since 1972 the Department of Education of the Commonwealth of Pennsylvania has had regulations requiring school districts to provide either bilingual/bicultural education programs or English-as-a-second-language programs for all children whose dominant languages are other than English. The purpose of these programs is to provide equal educational opportunity by equipping non-English dominant children "to perform ultimately at their maximum level in the schools." Non-English dominant children must be classified by the school districts according to whether they read and write their native languages, as well as whether they understand and speak them, and their degree of competence in the various language skills in English and in comprehending the specialized language and concepts necessary for different subject matter areas to be studied in English. The initial screening of children must be conducted in their native languages.

The objectives of bilingual education programs, as outlined by the Pennsylvania Department of Education, are:

> to educate all of the children within a school in two languages in all areas of the curriculum and to develop an awareness and understanding of the cultural heritage of the ethnic groups within the school. Bilingual education insures the retention and development of skills in the mother tongue.

The objectives of ESL programs are to develop competency in the English language skills and "to orient the student to the mores of his or her new environment." Minimal ESL instructional time for primary grade students is three hours daily. Although offering the option to school districts to implement ESL programs, the Department of Education strongly favors the bilingual approach as more responsive to the equal education objective and to the Department's "commitment to the multicultural and multilingual American."

The Department of Education conducts a census of school districts each fall to ascertain the number of children whose dominant language is not English for whom programs are being provided. All school districts and intermediate units are required to furnish certain information about the type of program and costs. In addition, all schools with bilingual and/or ESL programs are required to submit information on the number of children being served by dominant language and grade level.

Pennsylvania school districts reported in the fall 1974 census that there were 11,295 persons dominant in thirty-nine languages other than English who were participating in bilingual education programs or English-as-a-second-language programs in accordance with the mandate of the Department of Education. Of these persons, 2,414 were adults in ESL programs. Eight thousand eight hundred and eighty-one were students in

elementary and secondary schools, 456 of whom were reported to be participating in bilingual education programs and 6,416 of whom were reported to be participating in ESL programs. The remaining 2,009 students were participating in either bilingual education programs or ESL programs in schools which offered both. Spanish-dominant students constituted 73% of the total of non-English dominant students reported by the districts and 97% of the participants specifically enrolled in bilingual education programs. However, participation in bilingual programs was also reported for students dominant in Portuguese, Greek, Italian, Korean, Arabic, Cantonese, German and Russian. A total of 901 students who were dominant in English participated in programs with Spanish-dominant students, 452 at the elementary level and 449 at the secondary level.

Pennsylvania school districts spent $14,677,209 on programs for non-English dominant persons in 1974-75. In addition, $3,161,041 was provided from Title I of the Elementary and Secondary Education Act for services for students from various language backgrounds in the regular school program and $605,589 from Title I for services to students from migrant families in 1974-75. Six hundred and ninety-two Spanish-dominant students benefitted from the latter.

School districts reported that there were 153 persons staffing programs for Spanish-dominant students. Fifteen of eighty-two teachers, three of nineteen other professionals and eleven of forty-six nonprofessionals were fluent in Spanish. There were also six administrators working with programs.

The Pennsylvania Department of Education has approved the bilingual teacher education programs at Penn State University, West Chester State College and Temple University in Philadelphia.

The Department's staff consist of a full-time bilingual advisor and three professionals who have other duties in addition to those connected with programs for limited-English-speaking persons. Evaluation data on locally-funded programs are maintained in the Department. They consist of the results of locally administered tests and reports of State minitoring visits.

TABLE 35.--PARTICIPATION IN PROGRAMS FOR NON-ENGLISH-DOMINANT PERSONS IN PENNSYLVANIA SCHOOLS, 1974-75

Dominant Language	Total	Elementary and Secondary School Students															Adults in ESL Programs
		Total	PreK	K-6	7-12	Participating in bilingual education programs: Total	PreK	K-6	7-12	Participating in either bilingual ed. or ESL: Total	K-6	7-12	Participating in ESL Programs: Total	PreK	K-6	7-12	
Total, all languages	11,295	8,881	101	5,986	2,794	456	6	261	189	2,009	1,258	751	6,416	95	4,480	1,841	2,414
Spanish	8,388	6,449	97	4,541	1,811	442	6	255	181	1,731	1,128	603	4,276	91	3,158	1,027	1,939
Vietnamese	1,066	1,000	0	600	400	0	0	0	0	0	0	0	1,000	0	600	400	66
Portuguese	162	129	0	73	56	1	0	0	1	31	17	14	97	0	56	41	33
Greek	245	229	0	115	114	2	0	2	0	31	2	29	196	0	111	85	16
Italian	206	164	2	100	62	3	0	0	3	12	8	4	149	2	92	55	42
Korean	361	359	1	202	156	1	0	0	1	68	12	56	290	1	190	99	2
Arabic	130	128	0	72	56	1	0	0	1	106	64	42	21	0	8	13	2
Slovak	98	97	0	91	6	0	0	0	0	4	2	2	93	0	89	4	1
Japanese	43	39	0	36	3	0	0	0	0	2	2	0	37	0	34	3	4
Cantonese	45	45	0	24	21	1	0	1	0	5	4	1	39	0	19	20	0
German	30	29	0	16	13	4	0	2	2	5	1	4	20	0	13	7	1
Hindi	27	23	1	20	2	0	0	0	0	1	1	0	22	1	19	2	4
Mandarin	24	22	0	9	13	0	0	0	0	4	3	1	18	0	6	12	2
Polish	20	14	0	2	12	0	0	0	0	3	0	3	11	0	2	9	6
French	15	12	0	5	7	0	0	0	0	2	1	1	10	0	4	6	3
Russian	13	13	0	6	7	1	0	1	0	0	0	0	12	0	5	7	0
Ukrainian	7	7	0	1	6	0	0	0	0	4	0	4	3	0	1	2	0
Other languages	415	122	0	73	49	0	0	0	0	0	0	0	122	0	73	49	293

Source: Fall 1974 Census of Pennsylvania School Districts conducted by the Pennsylvania Department of Education; data on Vietnamese gathered by telephone interview at the end of 1974-75.

RHODE ISLAND

The Rhode Island bilingual education legislation mandates transitional bilingual education programs in all school districts which enroll twenty or more limited-English-speaking children from the same non-English language background. This legislation also requires an annual census of the number of limited-English-speaking school-age children in each district. However, since the legislation is dependent upon the availability of Federal funds to finance the programs, bilingual education, under the terms of this legislation, was not in effect in the State in 1974-75.

The Department of Education reported data for 1974-75 for six school districts, Bristol, Cumberland, Pawtucket, Providence, Warren and West Warwick, and for two State-operated facilities, indicating that there were 6,111 children with varying degrees of proficiency in English and in Portuguese, Spanish, Chinese or another language in those districts and facilities. These children are those who speak only the language other than English, 1,281; children who speak some English, 1,634; those who speak English and the other language equally, 1,706, and those who speak mostly English, 1,490. The largest group of children from a language background other than English in the selected districts is the Portuguese-speaking group, 3,364, of whom 399 speak only Portuguese, 795 speak some English, 822 are bilingual with English and Portuguese and 1,348 speak mostly English. The Spanish-speaking group is not as large as a whole, but more children are reported to speak only Spanish, 502, than children who speak only Portuguese.

In 1974-75, $50,000 was made available from State sources other than the bilingual legislation to provide in-service training programs for 340 teachers working with limited-English-speaking students from Portuguese and Spanish language backgrounds. A total of $392,295 from Title I of the Elementary and Secondary Education Act provided instruction in English as a second language for 1,149 children and $3,500 was provided by Title I migrant for ESL instruction for eleven migrant adults. These persons were from Portuguese and Spanish language backgrounds. Evaluation data in the form of reports of State monitoring visits and internal or external evaluators are available.

Rhode Island has special certification requirements for personnel working with bilingual education programs.

TABLE 36.-

BILINGUAL AND ENGLISH-AS-A-SECOND-LANGUAGE STUDENTS IN SELECTED RHODE ISLAND SCHOOL DISTRICTS, 1974-75

	Total	Speak only this Language	Speak some English	Speak E and this language equally	Speak mostly English
Total	6,111	1,281	1,634	1,706	1,490
Portuguese	3,364	399	795	822	1,348
Spanish	1,012	502	254	202	54
Chinese	133	25	28	42	38
Other	1,602	355	557	640	50

TABLE 37.-

PARTICIPATION OF PERSONS FROM SPANISH AND PORTUGUESE LANGUAGE BACKGROUNDS IN ESL PROGRAMS FUNDED BY TITLE I, ESEA, IN RHODE ISLAND, 1974-75

Total	1,160
Elementary and Secondary Regular Program	1,149
Adult Migrant Program	11

SOUTH DAKOTA

The Office of the Superintendent of Public Instruction in South Dakota reported that $52,187 was spent from funds under Title I of the Elementary and Secondary Education Act to provide special programs to meet the needs of limited-English-speaking migrant children in 1974-75.

TENNESSEE

Ninety thousand dollars was provided from funds from Title I of the Elementary and Secondary Education Act for migrant children from Spanish language backgrounds in Tennessee in 1974-75. The sum made possible instruction in English as a second language and in the Spanish language arts for 215 elementary school children. Four full-time teachers who were fluent in Spanish and three full-time non-professionals whose language skills are unknown worked with these children in addition to some part-time personnel. The State has evaluation data consisting of the reports of State monitoring visits and of internal or external evaluators on this program.

TEXAS

The Texas bilingual legislation requires school districts with twenty or more limited-English-speaking children from a single language background in the same grade level to provide bilingual programs for them beginning with the first grade. State funds are available under the legislation to assist districts to implement this requirement which, in 1974-75, covered only the first grade. In 1975-76 programs were to be provided for kindergarten through grade two and in 1976-77 for kindergarten through grade three. The legislation also stipulates that each school district must report to the State Education Agency the number of limited-English-speaking school-age children by grade level and by primary language every year. For the purposes of data gathering in 1974-75, school districts did not have to specify how they identified the children of limited-English-speaking ability who, according to the law, have a native tongue other than English and "have difficulty performing ordinary classwork in English." For 1975 and beyond, the districts must have on file with the Education Agency an approved policy statement outlining the means and criteria used for identifying the target group children.

The Texas law describes a bilingual education program as follows:

> A full-time program of instruction (1) in all subjects required by law or by the school district, which shall be given in the native language of the children of limited-English-speaking ability who are enrolled in the program, and in the English language; (2) in the comprehension, speaking, reading, and writing of the native language of the children of limited-English-speaking ability...and in the comprehension, speaking, reading writing of the English language; and (3) in the history and culture associated with the native language of the children of limited-English-speaking ability...and in the history and culture of the United States.

Children of limited-English-speaking ability are to be enrolled in a program for three years or until they achieve a level of English proficiency sufficient to enable them to succeed in the English-medium program, whichever is sooner. However, with the approval of the district and the parents, they may continue in the program longer than three years. In addition, optional programs of bilingual education may be offered for all students in all grades if the particular school district deems this desirable. Expenses of the optional programs are to be borne by the districts.

The annual census of limited-English-speaking children in Texas schools was taken in October 1974 as a part of the regular data collection operation of the Texas Education Agency. School districts reported that there were 170,385 limited-English-speaking children from more than thirty different language backgrounds. Children from Spanish-speaking backgrounds constituted the vast majority--169,268. Nearly three quarters of these children, 124,226 were in grades kindergarten through six. Thirty-six thousand one hundred and eighty-five were in grades seven through twelve. There were 4,950 children from Spanish-speaking backgrounds in special education courses and 3,907 in ungraded classes. Only two other language groups had more than one hundred children--German with 196 and Korean with 124.

In 1974-75, 26,845 first graders with limited-English-speaking ability participated in bilingual programs supported by the State. Approximately 13,000 English-speaking children also participated in the programs. These children were in the 182 school districts with twenty or more limited-English-speaking children from one language background at the same grade level--those required to have programs--five districts which volunteered to have programs. With the exception of one school district at a military base where there are children from German-speaking families, all the State-funded programs were Spanish-English bilingual programs. The State provided $450,000 for these programs. Local districts provided $15,770,148. In addition, State funds amounting to $1,400,000 provided training for 2,834 bilingual teachers and 2,462 other teachers who work in school districts with bilingual programs but speak only English. The former took thirty to forty-five contact hours of training in methods and techniques of bilingual education. The latter received 100 hours of intensive instruction in Spanish. A total of 1,515 teachers and 639 paraprofessional taught in the State-funded bilingual education programs in 1974-75. One thousand and forty-two of the teachers and 603 of the paraprofessionals were fluent in the language other than English in the project. The State Agency maintains evaluation data on the State-funded programs and on the programs which are funded by Title VII of the Elementary and Secondary Education Act. These data consist of the results of standardized tests and criterion-referenced tests, the reports of State monitoring visits and the reports of internal or external evaluators.

The State staff consists of nine professionals and three and one-half non-professionals assigned to bilingual education programs. Texas has certification requirements for personnel preparing to work in bilingual education programs. The State agency has approved bilingual teacher education programs at eleven institutions of higher education in the State.

TABLE 38.-

LIMITED-ENGLISH-SPEAKING STUDENTS ENROLLED IN PUBLIC SCHOOLS IN TEXAS, OCTOBER 1974

	Total	K-6	7-12	Spec. Ed.	Non-graded
Total	170,385	124,941	36,530	4,978	3,936
Spanish	169,268	124,226	36,185	4,950	3,907
German	196	169	26	0	1
Korean	124	85	39	0	0
Other*	797	461	280	28	28

* Includes at least thirty other languages.

Source: Statewide Census of School Districts, October 1974.

UTAH

The Utah State Board of Education reported that the Compliance Report on Instructional Services for Students Whose Primary or Home Language is Other Than English of the Office of Civil Rights of the U.S. Department of Health, Education and Welfare (the Lau compliance form) was used for a survey of all school districts in Utah in February 1975. Utah intends to make such a census of children from language backgrounds other than English in its school districts every year. An appropriate State form will be devised for use in future years.

According to the OCR form used in 1975, school districts were required to classify children with home languages other than English by home language in five categories: whether they spoke only their home language, spoke mostly their home language, spoke English and their home language equally, i.e., were truly bilingual, spoke mostly English, or spoke only English. Districts were asked to provide information as to how judgments were reached but no methods or particular measures were specified. In fact, most districts reported that pupils were placed in one of the five categories on the basis of personal interviews, usually by the teacher.

Utah school districts reported to the State Board that there were 11,994 children with home languages other than English enrolled in February 1975. Of these children, 208 were classified as speaking only their home language, 1,718 spoke mostly that language, 2,591 were bilingual in the home language and English, 5,863 spoke mostly English, and 1,624 of the children with non-English home languages spoke only English. The largest language group was Spanish, with 7,297 children reported. Approximately 2,800 children were from Native American backgrounds. Navajo was the largest single language group of these with 1,575. Although there were few speakers of most other languages, more than fifty different language backgrounds altogether were reported, including German with 306, Greek with 140 and Dutch with 110.

The OCR form asked how many students were receiving instruction in their home language or instruction in English as a second language. Utah school districts responded that 1,598 were receiving such instruction in 1974-75. In addition, an estimated 200 English-speaking children participated in programs. Ninety-six teachers taught in the home languages of the limited-English speaking children or taught ESL. The majority of students participating in these programs were in districts with bilingual education program under Title VII of the Elementary and Secondary Education Act. In these districts the staff totaled 160 persons, all but eight of whom were fluent in the home languages or children in the projects, i.e. Spanish or Navajo. Twelve of thirteen administrators, seventy of seventy-six teachers and seventy of seventy-one nonprofessionals spoke the project language.

The Utah Board of Education provided $250,000 for programs for limited-English-speaking persons in 1974-75. Some of this money helped to train teachers for special programs. In addition, regular program funds under Title I of the Elementary and Secondary Education Act and funds for migrant children also provided special instruction including instruction using the home language of limited-English-speaking children and instruction in English as a second language. Three professionals are concerned with these programs in the State office.

Evaluation data based upon State monitoring visits, internal or external evaluator reports and an oral language proficiency test are available for Title I programs.

Utah reported that bilingual education programs are permissive under Utah law which includes "Spanish-American and American Indian pupils with bilingual characteristics" as among the "disadvantaged pupils" targeted in its compensatory education programs.

TABLE 39.-

STUDENTS WHOSE PRIMARY OR HOME LANGUAGE IS OTHER THAN ENGLISH ENROLLED IN UTAH SCHOOLS, FEBRUARY 1975

Language group	Total	Speak only HL	Speak mostly HL & some E	Speak E and HL equally	Speak mostly E & some HL	Speak only English
Total, all language groups	11,994	208	1,718	2,518	5,863	1,624
Spanish	7,297	145	574	1,398	4,081	1,099
Native American 1/	2,859	5	848	880	896	230
Asian-American 2/	756	13	79	84	386	194
Other	1,082	45	217	219	500	101

Source: Statewide census of school districts

1/ Includes Indian, Native American, Navajo, Apache, Ute, Zuni, Kickapoo and Eskimo.

2/ Includes Asian American, Oriental, Chinese, Burmese, Korean, Thai, Japanese, Filipino, Ilocano, Vietnamese and Okinawan.

TABLE 40.-

PARTICIPATION IN ELEMENTARY AND SECONDARY SCHOOL BILINGUAL EDUCATION AND ESL PROGRAMS IN UTAH, 1974-75

Total participation	1,798
Students from Spanish language and Navajo backgrounds	1,598
Students from English-speaking backgrounds	200

VERMONT

The Vermont Department of Education reported that a sample survey was taken of school districts in 1968. At that time it was indicated that there were 2,153 limited-English-speaking children from French language backgrounds in the three northern counties. The Department also reported that there were thirteen persons working with the bilingual education programs funded by Title VII of the Elementary and Secondary Education Act in Vermont in 1974-75. All of these individuals, an administrator, seven aides, two specialists and three other nonprofessionals, are fluent in French.

The University of Vermont has an approved program to train personnel to work with limited-English-speaking persons.

VIRGINIA

The Virginia Department of Education surveyed some selected Virginia school districts which reported that there were 1,853 limited-English-speaking students enrolled in grades kindergarten to twelve in 1974-75. Funds for Title I of the Elementary and Secondary Education Act provided instruction in English as a second language for thirty elementary school students and 458 secondary school children in 1974-75. Title I migrant funds provided similar instruction for 160 elementary school students. Approximately $190,000 in regular program funds and approximately $25,000 in Title I migrant funds went for these activities. In addition, the State provided approximately $12,000 for programs for limited-English-speaking children and there was some State money used to train a total of eighty teachers to work with limited-English-speaking persons, forty in ESL methods and forty in guidance and counselling for this group.

Fifty-seven full-time persons and two part-time persons worked with Title I programs for limited-English-speaking students in the local districts. Of the full-time personnel, forty-eight were teachers, five were administrators and four were nonprofessionals. The part-time personnel were professionals other than teachers or administrators. Five professionals work at the State level with these programs.

TABLE 41.-

PARTICIPATION OF LIMITED-ENGLISH-SPEAKING STUDENTS IN ENGLISH-AS-A-SECOND-LANGUAGE PROGRAMS FUNDED BY TITLE I, ESEA, IN VIRGINIA, 1974-75

	Total	Grades K-6	Grades 7-12
Total	648	190	458
Title I regular program	488	30	458
Title I migrant	160	160	0

WASHINGTON

The Office of the Superintendent of Public Instruction of the State of Washington requires all school districts to report each fall on minority enrollment in accordance with the racial/ethnic categories used by the Office of Civil Rights of the U.S. Department of Health, Education, and Welfare. In October 1974, there were 17,452 Spanish-surnamed students, 15,987 Native American and 13,050 Asian American students in Washington schools.

Bilingual Education was one of seven categorical objectives for the Washington Urban, Rural, Racial and Disadvantaged (URRD) educational program in the 1973-75 Biennium. Accordingly, $450,000 was spent from State funds in 1974-75 for programs whose basic thrust was:

> To increase the academic skills and occupational awareness of culturally different and disadvantaged children while bolstering pride in their ethnic heritage and confidence in their ability to succeed in school.

These programs involve using the child's home language for basic instruction in the classroom and developing the language skills in both the home language as well as English.

Washington law provides for instruction in languages other than English as an exception to its requirement on the use of English "when such instruction will aid the educational advancement of the students."

The equivalent of one and one-half professionals work in the Office of the State Superintendent with programs for limited-English-speaking persons from language backgrounds other than English.

WISCONSIN

The Wisconsin bilingual education legislation requires school districts to provide bilingual education programs if there are ten or more children in a school in grades kindergarten to three, or twenty or more in grades four to eight or nine to twelve, who are limited-English-speaking and from a single language background and whose parents have given written consent. This legislation became law in June 1976 but the districts do not have to comply until the 1977-78 school year for programs in kindergarten and the early grades, until 1979-80 for programs in the upper elementary grades and until 1981-82 for high school programs. An annual count of limited-English-speaking pupils in public schools, in which school districts must assess the language proficiency of the pupils and classify them by language group, grade level, age and English language proficiency, is also required by the legislation. A limited-English-speaking pupil is defined as a pupil:

> whose ability to use the English language is limited because of the use of a non-English language is his or her family or in his or her daily, nonschool surroundings, and who has difficulty, as defined by the state superintendent, in performing ordinary classwork in English as a result of such limited English language ability.

The purpose of the program is to improve the English language ability of the pupils and programs use the native language of the limited-English-speaking pupils "in the subjects necessary" to permit the pupils "to progress effectively through the educational system."

At the time of the NCES survey, the Wisconsin Department of Public Instruction gathered data from Milwaukee, Racine and other areas of southeastern Wisconsin and consulted with Chicano and Puerto Rican community representatives to make estimates of the number of limited-English-speaking persons. According to these estimates, there were approximately 5,000 limited-English-speaking persons from Spanish language, Native American and Vietnamese backgrounds in the State. The group consisted of 600 three and four year olds, 2,000 elementary school-age children, 1,800 secondary school-age children and 600 adults.

In 1974-75, approximately 1,100 persons participated in locally-funded programs designed to meet their needs, 100 at the preschool level, 600 at the elementary school level, 300 at the secondary school level and 100 adults. Local districts spent approximately $500,000 for these programs. The staff to serve them consisted of seventy-seven individuals: nine administrators, forty-five teachers, three other professionals. All but seven of the teachers were fluent in the home languages of the limited-English-speaking target group.

Special programs to meet the needs of an estimated 4,000 limited-English-speaking children from other language backgrounds were provided with $80,000 from the regular program under Title I of the Elementary and Secondary Education Act and $718,858 from Title I funds for programs for migrant children. Three hundred and thirty-seven children, 187 in the elementary school and 150 in secondary school received instruction in the language arts of their home language, and 150 elementary school and 150 secondary school children received instruction in the history and culture associated with their home language and in other subject areas through their home language in regular programs funded by Title I. A total of 2,040 children of Spanish-speaking migrant families, 1,235 elementary school age and 805 secondary school age, received instruction in the Spanish language arts and in subject areas such as science or math taught through Spanish.

Eight hundred and fifty children, 600 in the elementary school and 250 in the secondary school, received instruction in the history and culture associated with their heritage. Evaluation data based upon the reports of State monitoring visits and of internal or external evaluators is available for the Title I programs.

The Department of Public Instruction has specific requirements for bilingual education majors and minors in teaching education programs and for aide training for bilingual programs. Two Wisconsin institutions have been approved to offer programs.

TABLE 42.-

LIMITED-ENGLISH-SPEAKING PERSONS FROM SPANISH LANGUAGE, NARIVE AMERICAN AND VIETNAMESE BACKGROUNDS IN WISCONSIN, 1974-75

	Total	Ages 3-4	Ages 5-12	Ages 13-18	Adult
Limited-English-speaking persons from Spanish language, Native American and Vietnamese backgrounds	5,000*	600*	2,000*	1,800*	600*
Participation in locally-funded programs	1,100	100	600	300	100
Participation in programs funded by Title I, ESEA	2,377	0	1,422	955	NA
Participation in regular Title I programs	337**	0	187**	150**	NA
Language arts of the home language	337	0	187	150	NA
History and culture of the home language	300	0	150	150	NA
Other subjects taught in the home language	300	0	150	150	NA
Participation in Title I migrant programs (children from Spanish language backgrounds only)	2,040**	0	1,235**	805**	NA
Spanish language arts and other subject areas in Spanish	2,040	0	1,235	805	NA
Spanish heritage and culture	850	0	600	250	NA

*Estimate based on data from Milwaukee, Racine and other areas of southeastern Wisconsin and consultation with Chicano and Puerto Rican community representatives.
**Unduplicated count, not the sum of individual subject area participation.

WYOMING

The Wyoming Department of Education reported that 807 limited-English-speaking elementary school children from migrant families received instruction in English as a second language, the language arts of their home language, the history and culture associated with their home language and other subject areas in their home language in 1974-75. Title I of the Elementary and Secondary Education Act provided $275,123 for this purpose. Evaluation data based upon State monitoring visits is available. There is one professional, the State Title I Migrant Director, who works with the program.

GUAM

The Board of Education of the Government of Guam is authorized by law "to initiate and develop a bilingual-bicultural education program emphasizing language and culture of the Chamorro people." Limited-English-speaking children from Chamorro language backgrounds constituted approximately half or 6,750 of the 12,307 limited-English-speaking children of school age in Guam in 1974-75, as reported by the Board of Education. The other half were speakers of languages of the Philippines, 4,529; speakers of Korean, Japanese, Chinese and Vietnamese, 672, and speakers of languages of the Trust Territory of the Pacific Islands, Trukese, Palauan, Yapese, Marshallese and Ponopean, 356.

The Board of Education reports that there were 21,306 limited-English-speaking adults in 1974-75, divided between 13,500 Chamorro speakers, 5,671 speakers of Filipino languages, 1,219 speakers of Korean, Japanese, Chinese and Vietnamese, and 916 speakers of Trust Territory languages. Data are from estimates based on an ethnic survey of schools and the 1970 Decennial Census.

Full-time bilingual programs employing both Chamorro and English were provided for 250 limited-English-speaking Chamorro children and 75 English-speaking children in the elementary schools in 1974-75 with $52,343 from local funds. Federal funding, $464,588 from the Emergency School Aid Act and $220,635 from the Bilingual Education Act* enabled an additional 1,234 limited-English-speaking and 520 English-speaking children to be offered fulltime programs in Chamorro and English in the elementary schools in 1974-75.

The Adult Basic Education Act provided $113,000 in 1974-75 for programs for 642 Chamorro-speaking adults, 268 adults speaking Filipino languages, and 127 adults speaking Korean, Japanese, Chinese or Vietnamese. The programs for the Chamorro group stressed basic math, English and preparation for the high school equivalency diploma (GED) for all participants. The programs for Asians and Filipinos stressed English as a second language. However, fifteen adults in each of these groups also studied citizenship, math and history.

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*As reported by the Guam Board of Education.

Three hundred and ninety Chamorro-speaking children, 100 children speaking Filipino languages, fifty children speaking languages of the Trust Territory and twenty children speaking Asian languages participated in elementary school English-as-a-second language programs supported by $206,916 from Title I of the Elementary and Secondary Education Act in 1974-75.

Funds from Federal sources provided training for 753 teachers and other personnel to work with limited-speaking persons in 1974-75. Four hundred and twenty-six were trained to work with Chamorro speakers, 124 in ESL, seventy-four teaching Chamorro language arts, thirty in teaching other subject areas in Chamorro, seventy-four in Chamorro history and culture and 124 in reading and classroom management. One hundred and fifty-nine individuals were trained to work with speakers of Filipino languages, fifty-nine in ESL, and fifty each in guidance and counselling methods and in math and reading techniques. There were 159 individuals trained to work with Asians, fifty-nine in ESL and fifty each in guidance and counselling methods and in math and reading techniques and instruction materials. Nine individuals preparing to work with persons from the Trust Territory of the Pacific Islands received training in ESL.

There were 156 individuals working with programs for Chamorro speakers in 1974-75. Two of four administrators, sixty-five of 103 teachers, all twelve other professionals and all thirty-seven nonprofessionals were fluent in Chamorro. In order to be hired for these programs, personnel must have eighteen credits in English and language learning and must have had Peace Corps or other similar experience. The Guam Board of Education has three professionals working with programs for limited-English-speaking persons.

TABLE 43.-

LIMITED-ENGLISH-SPEAKING PERSONS IN GUAM, 1974-75

Language background	Total	Ages 5-12	Ages 13-18	Adult
Total	33,613	8,101	4,206	21,306
Chamorro	20,250	4,500	2,250	13,500
Filipino languages	10,200	2,993	1,536	5,671
Korean, Japanese, Chinese and Vietnamese	1,891	396	276	1,219
Trukese, Palauan, Yapese, Marshallese and Ponopean	1,272	212	144	916

Source: Estimates based on an ethnic survey and the 1970 Decennial Census

TABLE 44.-

PARTICIPATION IN PROGRAMS FOR LIMITED-ENGLISH-SPEAKING PERSONS IN GUAM, 1974-75

Type of program			Total	Language group for whom program was designed			
				Chamorro	Filipino[1]	Asian[2]	Trust Terr.[3]
Fulltime Federally-funded elementary school bilingual education programs[6]	Total		2,396	2,396	0	0	0
	Type of participant	LES[4]	1,876	1,876	0	0	0
		ES[5]	520	520	0	0	0
Fulltime locally-funded elementary school bilingual programs	Total		325	325	0	0	0
	Type of participant	LES[4]	250	250	0	0	0
		ES[5]	75	75	0	0	0
Total in fulltime elementary school bilingual programs	Total		2,721	2,721	0	0	0
	Type of participant	LES[4]	2,126	2,126	0	0	0
		ES[5]	595	595	0	0	0
Elementary School English-as-a-seoond language programs funded by Title I, ESEA (limited-English-speaking only)			560	390	100	20	50
Programs of adult basic education and English-as-a-second language funded by the Adult Education Act (limited-English-speaking only)			1,037	642	268	127	0
Federally-funded teacher education programs			753	426	159	159	9

1/ Includes various Filipino languages. 2/ Korean, Japanese, Chinese and Vietnamese. 3/ Trukese, Palauan, Yapese, Marshallese, and Ponopean. 4/ Limited-English-speaking. 6/ Title VII, ESEA, and the Emergency School Aid Act.

TABLE 45.-

PARTICIPATION IN PROGRAMS TO TRAIN TEACHERS TO WORK WITH LIMITED-ENGLISH-SPEAKING PERSONS IN GUAM, 1974-75

		Language groups			
	Total	Chamorro	Filipino	Other Asian*	Trust Territory
Total participation	753	426	159	159	9
Subject area of instruction					
English as a second language	251	124	59	59	9
Chamorro language arts	74	74	NA	NA	NA
Other subjects in Chamorro	30	30	NA	NA	NA
Chamorro history and culture	74	74	NA	NA	NA
Reading, math and classroom management	224	124	50	50	0
Guidance and counselling	100	0	50	50	0

*Includes Chinese, Japanese, Korean and Vietnamese.

TRUST TERRITORY OF THE PACIFIC ISLANDS

The Director of Education of the Trust Territory of the Pacific Islands reported that ninety-eight percent of the children attending Trust Territory schools are limited-English-speaking. Their dominant languages are the various Micronesian languages. In 1974-75, there were 36,778 limited-English-speaking children in the schools, 476 ages 3-4, 21,670 ages 5-12, and 14,632 ages 13-18. All of the children receive instruction in the history and culture of the Micronesian peoples and all have English-as-a-second language or oral English instruction. Most children in grades one through eight receive instruction in their vernacular language and some high schools also give instruction in the vernacular. All of this instruction is regularly provided from general education funds available for the Territorial schools. The Territorial education budget provided $10,185,600 in 1974-75 for the education of limited-English-speaking students.

In addition to these regular programs, Title I of the Elementary and Secondary Education Act provided $869,689 to serve a total of 16,723 children in 1974-75. These children were divided between 12,239 aged 5-12 and 4,484 aged 13-18. Program activities consisted of instruction in the history and culture of the Micronesian peoples for all children, English as a second languages for 10,475 children, language arts of the Micronesian languages for 180 children, instruction in other subject areas through the Micronesian languages for 3,783 children and vocational education for 312 children.

Twenty-three professionals and twenty-nine non-professionals work in the central office. Program staff in the schools in 1974-75 consisted of 3,479 individuals, 2,847 of whom were fluent in the Micronesian languages. Three hundred and ninety-four of the 481 administrators, 1,448 of the 1,803 teachers, 154 of the 256 other professionals and 851 of the 939 non-professionals spoke one or more of the languages.

TABLE 46.-

PARTICIPATION IN SPECIAL PROGRAMS FOR LIMITED-ENGLISH-SPEAKING STUDENTS IN THE TRUST TERRITORY OF THE PACIFIC ISLANDS, 1974-75

	Total	Ages 3-4	Ages 5-12	Ages 13-18
Programs funded by the Trust Territory	36,778	476	21,670	14,632
Programs funded by Title I, ESEA, total	16,723*	0	12,239*	4,484*
History and culture of Micronesian peoples	16,513	0	12,239	4,274
English as a second language	10,475	0	7,493	2,982
Subject matter, other than language arts and Micronesian history and culture taught through Micronesian languages	3,783	0	2,277	1,506
Vocational Education	312	0	93	219
Micronesian language arts	180	0	180	0

* Unduplicated count, not the sum of participants receiving instruction in individual subject areas.

VIRGIN ISLANDS

On April 19, 1972, the Ninth Legislature of the Virgin Islands approved legislation to authorize and direct the Department of Education to provide bilingual education programs in English and Spanish in any school in the Virgin Islands in which there were ten or more pupils

> unable to speak, understand, read and/or write the English language well enough to carry on the normal class activities of the grade in which he (sic) is enrolled.

These programs were to be "taught and administered by qualified educators and teachers who are fluent in the English and Spanish languages." The provisions of the Federal Bilingual Education Act, Title VII of the Elementary and Secondary Education Act, were also accepted and all programs of bilingual education were to be administered by the Virgin Islands Department of Education.

The Department of Education reported that there were 2,673 limited-English-speaking children from Spanish language backgrounds in Virgin Islands schools in 1974-75. This information was based upon a language assessment survey of Spanish-surnamed children. Of the total, 2,054 were elementary age and 619 were secondary age. Ten thousand dollars from the Virgin Islands education budget supported bilingual education programs for 300 limited-English-speaking children from Spanish language backgrounds and 157 English-speaking children in 1974-75. The majority of elementary school participants received instruction in English as a second language, Spanish language arts, other subject areas taught in Spanish, and the history and culture associated with Spanish. All the secondary school students received instruction in these areas. In addition, seventeen Spanish-speaking adults received instruction in ESL under the auspices of the Virgin Islands Department of Education.

In 1974-75 there were sixty-two staff members working with two federally-funded programs for limited-English-speaking persons. Thirty-eight of the sixty-two were fluent in Spanish, both of the administrators, seventeen of the forty teachers, three of the four other professionals and all sixteen nonprofessionals. One person works with these programs in the Department of Education.

TABLE 47.-

LIMITED-ENGLISH-SPEAKING PERSONS FROM SPANISH LANGUAGE BACKGROUNDS IN THE VIRGIN ISLANDS, 1974-75

	Total	Ages 5-12	Ages 13-18	Adult
Total limited-English-speaking persons from Spanish language backgrounds	2,673	2,054	619	NA
Participation in locally-funded bilingual education programs	457	404	53	0
Spanish-speaking students	300	247	53	0
English-speaking students	157	157	0	0
Participation in locally-funded adult English-as-a-second-language programs	17	NA	NA	17

OTHER STATES AND TERRITORIES

Nine States--Alabama, Arkansas, Florida,1/ Iowa, Mississippi, Missouri, Oklahoma, South Carolina and West Virginia--reported that they did not have any information at the State level on numbers of limited-English-speaking persons from other language backgrounds in their States or on programs for this group. The Oklahoma State Department of Education reported that a survey of the numbers of limited-English-speaking persons was being conducted in the fall of 1975 for the first time. Oklahoma also reported that the English-as-a-second-language program at Southeastern State University in Durant has been approved by the State Regents. Both Florida and Oklahoma have professional personnel in their State offices assigned part-time to work with programs for limited-English-speaking persons.

The Canal Zone Government operates a school system for children of U.S. military families and other dependents in the Canal Zone. The Division of Schools has no information on children who come from language backgrounds other than English and may be limited in English.

No response to the survey was received from New Hampshire, Ohio, American Samoa and Puerto Rico.

1/ Florida was one of the States which reported legislation other than bilingual education legislation specifically authorizing programs for limited-English-speaking persons. The section of the Flordia statutes providing for the establishment of categorical education programs includes, among transitional categorical programs, bilingual programs.